



Charter Petition

Submitted to the ~~Alameda County~~State Board of Education on ~~May 24~~July 1, 2004

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Charter School Intent and Charter Requirements

It is the intent of the California Legislature, in enacting the Charter Schools Act of 1992, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

- (a) Improve pupil learning.
- (b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
- (c) Encourage the use of different and innovative teaching methods.
- (d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
- (e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
- (f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.
- (g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

The Charter Schools Act (or Act)(Education Code Sections 47600 et seq.) requires each charter school to have a “charter” that outlines at least the sixteen (16) mandatory items of the Act. The following provisions of this charter coincide with the requirements of Section 47605 of the Act.

Affirmations

- The Livermore Valley Charter School (“LVCS” or the “School”) shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of race, ethnicity, national origin, gender, or disability.
- LVCS shall comply with all applicable federal, state and local laws.
- LVCS shall admit all pupils within the State of California who wish to attend the School subject to capacity. If LVCS receives a greater number of students who wish to attend the School who submit a timely application, each applicant will be given an equal chance of admission through a random lottery process.
- All meetings of the Board of the LVCS shall be held in compliance with the Brown Act.
- LVCS shall comply with all applicable state and federal laws in serving students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1974, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Act.
- LVCS shall offer at a minimum, the same number of minutes of instruction set forth in paragraph (3) of subdivision (a) of Education Code Section 46201 for the appropriate grade levels.
- LVCS shall maintain accurate and current written records that document all pupil attendance and make these records available for audit and inspection.
- LVCS shall meet all state standards and conduct the pupil assessments required pursuant to Education Code Section 60605 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools.
- LVCS shall on a regular basis consult with its parents and teachers regarding the School’s education programs.
- LVCS shall meet all requirements for employment set forth in applicable provisions of law, including but not limited to credentials as necessary.
- LVCS will ensure that teachers in the School hold a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by law, flexibility may be given to non-core, non-college, preparatory teachers.
- LVCS will at all times maintain all necessary and appropriate insurance coverage.

A. EDUCATIONAL PROGRAM

"A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners."

- California Education Code Section 47605(b)(5)(A)

Mission Statement

Livermore Valley Charter School students' educational achievements shall greatly exceed state minimums, creating an environment others will desire to emulate. The School will provide students from the local community with a creative, adaptive and emotionally fostering environment to prepare them to become productive members of society. The School will actively develop a symbiotic relationship with the community to ensure the development of our children's social skills, analytic ability and creativity. The School will adapt its educational methods to reflect the constantly changing, diverse, and highly technological society.

Vision Statement

The Livermore Valley Charter School will provide a unique and exemplary educational environment that focuses on preparing each child for the challenges of the 21st century. The School's vision is to teach children to be cognitive, analytical, creative and enthusiastic lifelong learners. The School's educational goals shall be achieved by focusing the learning process on comprehension and application of knowledge. The School will foster our children to higher achievements through dedicated educators, administrators and parents.

Targeted School Populations

Students enrolling in the LVCS shall meet the state guidelines for age. To enter kindergarten a child must be 4 years and 9 months of age on or before September 2 of the current school year of attendance (Refer to E.C. 48000 or B.P. 5120).

LVCS will house kindergarten through fifth grade upon inception, and plans to add a grade each year in order to accommodate kindergarten through eighth grade by school year 2007-2008.

The School's projected first year enrollment based on the needs of the community includes approximately 481 students with the following anticipated breakdown:

Grade	Class Size Ratio: 1	# Of Classes	Student Total	Full School Day ‡ (planned)
K *	20	4	80	260 min
1 st *	20	4	80	420 min
2 nd *	20	4	80	420 min
3 rd *	20	4	80	420 min
4 th	20	4	80	420 min
5 th	27	3	81	420 min
6 th	27	TBD	Planned for 2005/06 School Year	
7 th	27	TBD	Planned for 2006/07 School Year	
8 th	27	TBD	Planned for 2007/08 School Year	

* State funding for CSR

‡ Full school day includes instructional minutes, lunch and recess. Kindergarten total includes instructional minutes and recess, but not lunch.

Total enrollment and number of classes per grade in the following years shall be projected with consideration of the first and ensuing year's actual total enrollments. More than one site may be required to accommodate sixth through eighth grade.

Students from Livermore shall have preference in admission to the LVCS with the remaining openings available to any student in the State of California. The School shall locate its facility or facilities within the boundaries of Livermore Valley Joint Unified School District ("LVJUSD").

It is anticipated that LVCS will attract those who are seeking an alternative to their current educational system, desire an innovative educational approach, and share the vision of LVCS.

Attendance

The School's academic calendar shall generally align with the Livermore Valley Joint Unified School District's traditional academic calendar—commencing before September 30 in accordance with State charter school guidelines, and including but not limited to 180 instructional days.

The number of instructional minutes for all grades shall meet or exceed the State's requirements in Education Code Section 46201(a)(3)

The school week shall include one early release day to accommodate teacher collaboration and variety in the student's daily learning routines. The early release day would be no less than 240 minutes, excluding recess and lunch (Refer to B.P.6104).

LVCS Parents/guardians are responsible for sending their children to school and providing an explanation for absences. LVCS shall develop attendance policies to encourage regular attendance and for reporting of trancies to appropriate local authorities. **Appendix A** details the planned attendance policy.

What it Means to be an Educated Person in the 21st Century

The objective of LVCS is to provide an environment in which children will develop into competent, self-motivated, confident, productive, lifelong learners, and responsible young adults. Students will possess the habits, skills, and attitudes needed to succeed in school and beyond, as contributing citizens of the 21st century. LVCS believes that an educated person in the 21st Century will ultimately possess the academic and life skills listed below. It is the goal of the School that its students will possess these skills upon completion of their LVCS program.

Academic Skills

- Students will be inspired to be inquisitive, self-motivated, life-long learners.
- Students will communicate through excellent listening, speaking, writing, and multi-lingual skills.
- Students will possess creative, logical, and critical thinking skills enhanced through art, science, and technology.
- Students will comprehend and use technology as a tool for learning and communication.
- Students will have confidence in adapting to new situations and be receptive to learning. They will be eager to synthesize and act upon new information.
- Students will find, select, evaluate, organize and use information from various sources and disciplines of thought. They will be able to make logical and flexible connections from them.

Life Skills

- Students will accept responsibility for personal decisions and actions.
- Students will develop self-confidence and a willingness to take risks in a safe learning environment.
- Goal setting and self-assessment will encourage concentration, perseverance, and independent working skills.
- Concentrating on an appreciation for the richness of shared knowledge that is inherent in the culturally diverse environment of California, students will be inspired to have empathy and courtesy for others.
- Students will work both cooperatively and independently.

How Learning Best Occurs

Children possess a wide range of learning skills. The LVCS believes learning best occurs when students are taught a comprehensive curriculum through innovative instructional design in an environment that promotes learning in a challenging and exciting way.

Curriculum and Content

LVCS shall focus on the education of the whole child through a core curriculum of English-language arts, mathematics, science, and history-social science including a complementary curriculum of visual and performing arts, physical education, foreign language, technology and life skills education. Students will be encouraged to be active in the community through various community service projects.

The curriculum at LVCS shall be aligned with the standards, goals and challenge standards outlined by the state. Students will be encouraged to exceed minimum standards. LVCS shall adopt curriculum materials by composing a committee of staff and parents to review the materials and make a recommendation to the Board of Directors. The materials will then be made available to parents of current and prospective students for review and comment. The School's Governing Board shall then make a final decision for adoption of materials. **Appendix B** contains a sample draft curriculum.

Student Needs and Instructional Strategies

LVCS shall create a productive, safe, enriching environment in which children of different backgrounds, abilities and needs work together successfully.

Project-based learning will be used to teach and to reinforce basic skills. Children learn by doing and the hands-on learning approach will give students an opportunity to take learned skills and to apply them to meaningful projects. These projects provide students an opportunity to develop and demonstrate critical thinking skills, problem solving skills and cooperative learning.

Productive citizens of the 21st century must be able to work cooperatively as part of a team to accomplish a task. Cooperative learning techniques will teach students to work collaboratively with others and allow them to develop their social and communication skills. Students will learn to share their knowledge and skills and acknowledge and respect the ideas and skills of others.

Teachers shall use dynamic, flexible grouping to meet the needs of their students, which will encompass such factors as skills, ability, age, gender and interest.

Children have different strengths and styles of learning. The teachers shall develop instructional programs incorporating the theory of multiple intelligences to build on each student's strengths and to address diverse learning styles. (Reference: *Intelligence Reframed: Multiple Intelligences for the 21st Century*, by Howard Gardner, New York: Basic Books, 1999)

Computers will be used as a tool for teaching and learning. Students will have access to technology for research, analysis, communication, skill building and self-expression.

Students will be involved in a variety of activities to enhance their understanding of how a community functions. This includes community service and establishing ongoing relationships with businesses, local government, and community organizations. Community members will be invited into the School to share their knowledge and expertise. Emphasis will be placed on students being connected to their community and becoming contributing members of society.

To be most effective, teachers must have time to work together, to plan, to discuss student needs, to mentor one another, and to observe other classrooms. The school day shall be structured such that staff members have time during school hours to work collaboratively, so that special programs and projects may be accommodated. To permit this flexibility, the length of the school year and/or the length of the school day may be extended beyond the state-mandated minutes.

The use of integrated curriculum will allow students to extend learning through language arts, mathematics, visual and performing arts, science, social studies, technology and other enrichment opportunities. Topics will be studied from many different angles and viewpoints, allowing students to explore subjects deeply, employ higher level thinking skills, and make connections among various disciplines of thought.

The workshop approach is used to differentiate instruction to meet the social, academic and individual needs of the students. The workshop is structured through dynamic groupings that foster collaborative work, personal interests and teacher directed skills where students will progressively become self-directed, responsible and reflective learners. **Appendix C** details a day in the life of a first grader.

Learning Setting

Learning at the School will take place in many settings during the day. In addition to children learning on a traditional school campus they will be immersed in a classroom setting with low student-teacher ratio to facilitate interactive and independent exploration. The goal is to have a campus complemented by: a music room, an art room, a state of the art computer lab, a health/science lab, a fully equipped performing arts facility, research gardens, a comprehensive library, language lab and physical education facilities.

Working together, student, parent and educator will seek to identify for each learner areas of greatest strength and weakness and to define individual learning styles. The low student-teacher ratio will help facilitate this individualized attention. Individual learning goals will be set and a plan will be developed which allows for the presentation of new material and concepts in a way most likely to reach the learner. The plan will encourage the learner to capitalize on strengths and shore up areas of weakness thereby increasing student achievement and success.

The previously described practices of low student-teacher ratio, ongoing teacher evaluation in addition to California Content Standardized testing as per California Education Code Section 47605(b)(5)(C) are designed to support all students including those not meeting desired outcomes. These standards include the subject fields of Language Arts, Mathematics, Science, History/Social Science and Physical Education. Further support for students not meeting desired outcomes may include intervention programs beyond the classroom such as cross-age tutoring, Read Naturally, student study teams, and I Can Read and I Can Count Clubs.

Through a program incorporating class size reduction (CSR), increased staff-student interaction, individualized instruction, and ongoing formal and informal assessments, faculty at the School will be able to know and meet the learning styles and needs of each child in the School. Amongst other benefits, CSR has been shown to increase test scores and reduce bullying (Reference: <http://www.asu.edu/educ/epsl/EPRU/documents/EPsl-0309-110-EPRU.doc> and "The Bully Free Classroom", Allan L. Beane, PhD, Free Spirit Press, Minneapolis MN, 2004, http://www.classize.org/techreport/CSRYear4_final.pdf)

The School's goal that each child will reach grade-level reading benchmarks as described in the California English-Language Arts Content Standards each year beginning in kindergarten is based in part on the California Reading and Literature Project (CRLP) of 1999, from the University of California at San Diego. According to the CRLP, "teachers have the primary responsibility for teaching young children to read, and that literacy programs, books in the classroom, and reading assessments are only tools. Nothing replaces a knowledgeable, reflective teacher who cares enough about students to ensure that all of them learn to read." The slogan of CRLP, "Every Child a Reader, Every Child by Name," is more than a slogan: it is a key to the School's philosophy. (Reference: <http://csmf.ucop.edu/crlp/index.php>)

At Risk Students

At LVCS, low-achieving students are those who fall below the 50th percentile on the adopted standardized test and/or fall below learning behavior, language acquisition and fine and gross motor skills in comparison with their peer group. At LVCS at-risk students are students who achieve at or below the 40th percentile on adopted state tests who may or may not qualify for special education services, and whose achievement potential is not being realized.

The whole structure of the LVCS curriculum and the instructional strategies outlined here are designed to maximize the learning opportunities of low-achieving and at-risk students. Low-achieving and at-risk students are thoroughly integrated into the entire student body at the school and participate fully in all aspects of the curriculum.

Particularly important at LVCS is the emphasis on cooperative learning in flexible groups. By working closely with students at all ability levels, low-achieving and at-risk students gain new knowledge, learn new strategies for solving problems, and develop new perspectives on the value of learning. By working with other students who value academic progress, low-achieving and at-risk students are motivated to work harder and develop a feeling of personal responsibility for their own learning. Finally, working in flexible groups helps all students to realize that everyone has unique skills and abilities that are needed to solve problems. This awareness raises low-achieving students' self-esteem and perceptions of their own competence, and increases their positive attitudes toward school, learning and success.

Parents of at-risk or low achieving students shall be contacted and included in the development of strategies to meet the specific needs of the student. Further support for such students may include intervention programs beyond the classroom, such as cross-age tutoring, Read Naturally, student study teams, and I Can Read and I Can Count Clubs. **Appendix D** provides strategies and outcomes for at-risk students.

Students Achieving Above Grade Level

Many students at the Livermore Valley Charter School demonstrate an ability to achieve beyond grade level. Accordingly, the Livermore Valley Charter School is committed to providing these students with opportunities to study the core curriculum in-depth and at an accelerated pace, allowing for novelty in student outcomes and emphasizing higher level thinking skills. Students will be identified for participation in the GATE program in grades 3-5.

Students who participate in the Livermore Valley Charter School GATE program will be clustered in academic peer groups in each class with flexible academic groupings and specialized programs used as needed. Teachers receiving GATE students will provide a qualitatively differentiated curriculum according to California State guidelines. **Appendix E** provides GATE program goals and outcomes.

English Language Learners

The School shall serve English Language Learners (“ELL”) at the school site through a sheltered English immersion program. Under this program the student is enrolled in a regular class and receives supplementary instruction in order to learn English. The School shall comply with all applicable federal law in regard to services and the education of English Language Learner (“ELL”) students. The School shall develop and implement, and maintain policies and procedures for the provision of services to ELL students in accordance with guidance published by the Office of Civil Rights of the U.S. Department of Education. At a minimum these policies and procedures shall ensure the following:

- Identify students who need assistance including the use of a home language survey and mandatory CELDT testing as required by law.
- Develop a program, which, in the view of experts in the field, has a reasonable chance for success.
- Ensure that necessary, appropriately credentialed staff, curricular materials, and facilities are in place and used properly.
- Develop appropriate evaluation standards, including program exit criteria, for measuring the progress of students; and assess the success of the program and modify it where needed.

SPECIAL EDUCATION STUDENTS AND STUDENTS WITH DISABILITIES

The School shall comply with all applicable state and federal laws in serving students with disabilities including but not limited to Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Act ("IDEA").

The Charter School agrees to adhere to the policies, procedures and requirements of the Local Plan for Special Education in which it is a member LEA or a public school of a member LEA.

Section 504 /ADA

The School shall be solely responsible for its compliance with Section 504 and the ADA. All facilities of the School shall be accessible for all students with disabilities in accordance with the ADA.

Further, the School will adopt a policy, which outlines the requirements for identifying and serving students with a 504 accommodation plan. The School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. Any student who has an objectively identified disability, which substantially limits a major life activity such as learning, is eligible for accommodation by the School.

A 504 team will be assembled by the site administrator and shall include qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options and the legal requirements for least restrictive environment. The 504 team will review the student's existing records, including academic, social and behavioral records and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team will consider the following information in its evaluation:

- a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- b. Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligent quotient.

- c. Tests are selected and administered so as to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever factor the test purports to measure rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and noticed in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for special education assessment will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations are needed to ensure that the student receives the free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School's professional staff. The parent or guardian shall be invited to participate in 504 team meetings where program modifications for the student will be determined and shall be given an opportunity to examine in advance all relevant records.

The 504 Plan shall describe the Section 504 disability and any program modification that may be necessary. In considering the 504 Plan, a student with a disability requiring program modification shall be placed in the regular program of the School along with those students who are not disabled to the extent appropriate to the individual needs of the student with a disability.

All 504 team participants, parents, and guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, continued eligibility or readiness to discontinue the 504 Plan.

Services for Students under the "IDEA"

The Charter School has two options with regard to special education services for students under the IDEA. The first option is ~~intends~~ to function as a public school of a school district ~~the District~~County for purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b). This option is preferred by the Charter School but can only be achieved through an agreement of a school district. Thus far, the Charter School has

sent out proposals to the Livermore Valley Joint Unified School District and the Tracy Unified School District. These districts were chosen because of the proximity to the proposed charter school, and because it is likely that the majority of the students at the charter school will reside in these districts. If these options fail, other districts will be contacted as well. Under this option, the Charter School shall seek services from the school district District County for special education students in the same manner as is provided to students in other District County schools of the district. If the school district District County is unable to provide such services, but will allow the School to operate as a public school of the district for special education purposes, the Charter School shall continue to function as a public school of the district District County, but shall provide special education services internally and/or through a contract with but may seek out special education services through a contract with the County Office of Education, as available, or a third-party, licensed contract service provider such as Total Education Solutions.

Under a second opinion, the Charter School may act as a local education agency for the purposes of special education. The Director of the Tri-Valley SELPA, Mr. Kent Renzwalli has been contacted regarding this option. This SELPA serves the area in which the Charter School will be located. The SELPA policy requires an application by January of the school year preceding the school year in which the Charter School anticipates operating as an LEA. If the first option fails, a timely application will be filed with the Tri-Valley SELPA, and other SELPAs will be explored for membership as well.

Under either option, the students of the Charter School will be identified, referred, assessed, and served in compliance with the IDEA and part 30 of the Education Code and the implementing regulations of both. The School's draft policy regarding services for individual with exceptional needs is attached as State Board Exhibit A. This policy will be adapted as necessary to meet any requirements of the school district in which the Charter School acts as a public school for special education purposes or of the SELPA in which the Charter School acts as an LEA.

The Charter School shall follow the District County's policies and procedures in seeking out and identifying students who qualify for special education programs and services.

We would anticipate that a special education agreement would be developed between the District County and the Charter School which spells out in detail the responsibilities for provision of special education services and the manner in which special education funding will flow to the students of the School. We envision an ideal relationship for special education to follow the language and intent of Education Code Section 47646 as follows:

The District County retains the special education funds for the students of the Charter School. The District County provides services to the students of the Charter School. The Charter School pays a pro-rata share of the overall District County encroachment for special education. This method of funding and services is very common throughout the state. However, LVCS is open to discussions with the District County regarding any reasonable alternatives to this arrangement.

~~After its first year of operations, the school shall have the right to pursue independent local education agency (LEA) and/or special education local plan area (SELPA) status pursuant to Education Code Section 47641(a) and the LVJUSD County shall not hinder or otherwise impede the effects of the school to do so. In the event that the school opts not to establish independent LEA and/or SELPA status, it shall remain an arm of the LVJUSD County for special education purposes as required by Education Code Section 47641(b), and shall continue to receive funding and services pursuant to the terms of this section and annual agreement. The Charter School recognizes that special education funding to County Office of Education does not typically flow in the same manner as funding for charter granting school districts; and that the law does not specify how a County Office should address those differences in funding. Accordingly, the Charter School agrees to work in good faith with the County Office of Education to ensure that an agreement is reached to meet the needs of both Parties.~~

B. MEASURABLE PUPIL OUTCOMES

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program.”

- California Education Code Section 47605(b)(5)(B)

LVCS outcomes are meant to align with the mission, curriculum and assessment of LVCS. Students will demonstrate the following core academic and lifelong learning skills, which have been developed to align with the California State Curriculum Standards in a manner appropriate to age or grade-level mastery:

Core Academic Skills (appropriate age or grade-level mastery of)

The California state standards will be used as a foundation to build curriculum and guide instruction. Students shall meet or exceed California State content and performance standards as fully delineated in **Appendix F** in the areas of English-Language Arts, Science, History-Social Science, and Math. LVCS will expand upon the state standards as listed below.

English-Language Arts

- Strong reading, writing, listening, speaking, and presentation skills, in multiple forms of expression which may include poetry, biographies, stories, non-fiction, and plays, which will enable them to comprehend and interpret multiple forms of expression, including literature from various time periods and cultures.

Science

- The understanding and application of the major concepts underlying the various branches of science, which may include physics, biology, chemistry, ecology, astronomy and earth sciences aligning with State Standards. This knowledge will enable students to make informed decisions in an increasingly technological world.

History/Social Sciences

- An understanding of civics, history, geography, cultures and languages so they can apply their knowledge and be responsible citizens of the 21st century.

Mathematics

- The ability to reason logically, and to understand and apply mathematical processes and concepts to solve problems requiring basic mathematics, algebra, geometry, statistics, and other math disciplines. These problem-solving skills will be integrated into other disciplines.

Lifelong Learning Skills

Students shall develop skills that will enable them to pursue their own path of learning throughout their adult lives in becoming self-motivated, competent and lifelong learners, including the following California Challenge Standards and enrichments:

Study Skills

- Proficient study skills and habits including note taking, library research skills, and studying strategies.
- The ability to reflect on and evaluate one's own and other's learning.
- The ability to plan, initiate and complete a project, including goal setting and self-assessment

Cognitive Processing Abilities

- Cognitive processing abilities using complex and critical thinking skills.
- The ability to identify, access, integrate and use available resources and information.
- The ability to reason, make sound decisions, problem solve and analyze in a variety of contexts.
- The ability to articulate their thought processes.

Technology

- Skills from a variety of technological sources for the purpose of research, analysis, communication, organization and self-expression. Ability to utilize computers and commonly used software applications.

Foreign Languages Skills

- A foundation in a language other than English.
- A knowledge and understanding of other cultures.
- An ability to function with people from other cultures or to participate in multilingual communities.

Visual and Performing Art Skills

- Knowledge of skills to express ideas and emotions through participation in various forms of the visual and performing arts which may include music, theatre, dance, the two and three dimensional arts, puppetry and applied arts.

Health Science/Physical Fitness

- Knowledge of pertinent issues of health, safety and the development of behaviors that are a foundation of lifelong healthy living.

Social/Interpersonal Skills

- The ability to make responsible decisions, build self-esteem, and be a productive member of an increasingly diverse and technological society.
- The ability to communicate clearly through oral, written, visual and other forms of expression.
- The ability to engage in responsible, compassionate peer relationships.
- The ability to collaborate and work effectively with others in cooperative groups.

LVCS shall break down these outcomes into specific grade level and classroom specific benchmark skills. LVCS shall continue to examine and refine student outcomes and performance goals over time to reflect the School's mission, curriculum and assessments and any changes to state standards.

- The School shall strive to increase the number of students performing in the upper quartile range of mandated standardized tests by 1% in each of the subject areas in each year of this charter.
- The School's goal is to increase standardized test scores for at-risk students by 5% in each subject area each year. The School shall strive for 75% of the students' grades K-5 to rate a 3 or 4 (meets or exceeds standards) on the grading rubric (See example Rubric in **Appendix G**) in the core curricular areas each grading period.
- LVCS shall strive to meet its annual API growth target and AYP each year.
- LVCS shall strive for student attendance of at least 96.5%.

C. METHODS TO ASSESS PUPIL PROGRESS TOWARDS MEETING OUTCOMES

“The method by which pupil progress in meeting those pupil outcomes is to be measured.”
- California Education Code Section 47605(b)(5)(C)

Pupil progress toward meeting the Student Outcomes shall be measured by state mandated annual standardized assessments. Standardized assessments allow us to compare our students' performance with the rest of the state. In the absence of a State Mandated test, the School may administer another nationally, standardized test. In addition, the school may provide internal learning performance accountability documentation.

This internal documentation may include, but is not limited to, Individual Education Plan (IEP) goals, Consortium on Reading Excellence (CORE), Accelerated Reader/STAR Reading, Piagetian developmental assessments, Math Their Way assessments, STAR Math, and other methods by which student progress may be assessed.

Student progress towards skill mastery will be documented three times yearly in standard-based report cards that mirror the LVJUSD elementary report card. Parent teacher conferences will be held at least once per school year and more often on an as-needed basis. Teachers will share students' academic, social, emotional, and physical progress with parents. Upper grade students will be given the opportunity to participate in conferences to reinforce their participation in the learning process. The table below outlines pupil outcomes, benchmarks instruments and assessments.

Measurable pupil outcomes	Local Benchmark Instruments	State-level Year-end assessments
Achieve rating of 3 or 4 and/or A or B (per academic rubric) on the state content standards each year in its core subjects.	Student progress records, portfolios, locally developed/adopted content and skill assessment instruments	Current state accountability measures: for example, STAR/CAT6, writing assessments
Students will meet or exceed grade level standards each academic year, as evidenced by scores on the STAR/CAT 6 exam.	Practice sheets as needed	Current state accountability measures: for example, STAR/CAT6, writing assessments
At least 96.5% student attendance	Daily attendance reporting	Calculated ADA rate
Maintain or exceed the Academic Performance Index of the LVJUSD average Academic performance index	Annual growth targets	Current state accountability measures: for example, STAR/CAT6, writing assessments
Incorporated State Challenge program into the Life Skills curriculum	Challenge Standards	Self-Evaluation, Writing Samples, IEP, Performance Assessment, Teacher Observation

Programmatic Report

The assessments are designed to align to the mission, exit outcomes, and the curriculum described in the charter. LVCS shall collect annual data from the assessments listed above and shall utilize the data to identify areas of necessary improvements in the educational program. The School shall develop an annual performance report based upon the data compiled. The report shall also include:

- Summary data showing student progress toward the goals and outcomes from assessment instruments and techniques as described in this section.
- An analysis of whether student performance is meeting the outcomes specified by this section. This data will be displayed on both a Charter school-wide basis and disaggregated by major racial and ethnic categories to the extent feasible without compromising student confidentiality.
- A summary of major decisions and policies established by the Board during the year.
- Data on the level of parent involvement in the School's governance (and other aspects of the school, if applicable) and summary data from an annual parent and student satisfaction survey.
- Data regarding the number of staff working at the school and their qualifications.
- A copy of the school's health and safety policies and/or a summary of any major changes to those policies during the year.
- Information demonstrating whether the School implemented the means listed in charter to achieve a racially and ethnically balanced student population.
- An overview of the School's admissions practices during the year and data regarding the numbers of students enrolled, the number on waiting lists, and the numbers of students expelled and/or suspended.
- Analyses of the effectiveness of the School's internal and external dispute mechanisms and data on the number and resolution of disputes and complaints.
- Other information regarding the educational program and the administrative, legal and governance operations of the School relative to compliance with the terms of the charter generally.

The School and ~~District~~the County~~SBE~~ will also jointly develop an annual site visitation process and protocol to enable the grantor to gather information needed to confirm the school's performance and compliance with the terms of this charter.

The ~~District~~County~~SBE~~ agrees to receive and review the annual programmatic report. ~~Within two months of receipt of this annual review, the charter-granting agency must~~The SBE may notify the Board of the school as to whether it considers the school to be making satisfactory progress relative to the goals specified in this charter. ~~This annual notification will include the specific reasons for the charter-granting agency's conclusions.~~

D. GOVERNANCE STRUCTURE

“The governance structure of the school including, but not limited to, the process to be followed by the school to ensure parental involvement.”

- California Education Code Section 47605(b)(5)(D)

Legal Status

LVCS has constituted itself as a California non-profit public benefit corporation pursuant to California law and has applied for 501(c)(3) status. The School shall be governed pursuant to its Bylaws adopted, as subsequently amended from time to time, which shall be consistent with this charter.

The School shall operate autonomously from the ~~LVJUSD~~ ~~CountySBE~~, with the exception of the supervisory oversight and special education services as required by statute. Pursuant to the Education Code Section 47604(c), the ~~LVJUSD~~ ~~CountySBE~~ shall not be liable for the debts and obligations of the School, operated as a California non-profit benefit corporation or for claims arising from the performance of acts, errors, or omissions by the charter school as long as the ~~District~~ ~~CountySBE~~ has complied with all oversight responsibilities required by law.

Board of Directors

The School will be governed by a Board of Directors (the “Board”). The Board shall be ultimately responsible for the operation and activities of the School. Board Members have a responsibility to solicit input from, and opinions of, the parents of students, the faculty and staff, regarding issues of significance and to weigh the input and opinions carefully before taking action. The primary method for executing their responsibilities is the adoption of policies that offer guidance and interpretation of the charter and procedures to assist the staff in facilitating the implementation of such policies. The Board consists of seven members who will govern LVCS. Each initial board member will serve a two-year term, with all subsequently elected members serving four-year terms

The Board’s initial composition includes:

- Four parents and/or community members
- The Principal of the School
- Two Faculty Representatives
- In addition, ~~LVJUSD~~ ~~the CountySBE~~ may select a representative to sit on the board as an *exofficio* (non-voting) member who facilitates communication and mutual understanding between the school and the chartering authority.

The initial Board was approved by the chairpersons of the nine committees developing the charter petition document. All future appointments to the board will follow the nomination and election process outlined in the Bylaws. An additional four members will be added to the Board of Governance during the fall of the School's first year of operation, each serving a four-year term. The initial Board of Directors is:

<u>Public and Community Members:</u>	Lon Goldstein	Financial Consultant
	Tracey Luttrell	Attorney at Law
	Lauren Reed	Certified Public Accountant
	Lance Solomon	CPA/MBA
<u>Faculty Representatives:</u>	Muriel Burns	
	Laura Morgan	

The School's principal will join the board upon beginning his or her employment with the School. The chartering authority representative will be appointed to the Board upon approval of the charter petition and selection of that representative by the chartering authority.

The Board will meet on a regular basis (e.g., monthly). The responsibilities of the LVCS Board of Directors include but are not limited to:

- Uphold the mission and vision of the School
- Oversee the implementation of the charter
- Provide notice and hold meetings in compliance with the Brown Act.
- Create external or sub-committees as needed, including but not limited to, a nominating committee and an audit committee.
- Ensure compliance with applicable law such as the Public Records Act and policies such as Conflict of Interest.
- Approve all operational policies as well as work with the school's administration and faculty to implement such policies.
- Approve and monitor the school budget and the school's fiscal practices, including solicitation and receipt of grants and donations.
- Approve and monitor the instructional programs and materials.
- Approve personnel policies, and all hiring and dismissal of school personnel
- Approve and supervise student and parent policies including but not limited to, recruitment of staff, admissions, disciplinary policies including suspension and expulsion.
- Approve and monitor management of school liabilities, insurance, health, safety and risk-related matters.
- Approve all contracts and expenses in excess of 1% of the annual operating budget.

The board shall adopt policies and procedures regarding self-dealing and conflicts of interest. The Charter School Board of Directors may initiate and carry out any program or activity that is

not in conflict with or inconsistent with any law and which is not in conflict with the purposes for which charter schools are established. The Board may execute any powers delegated to it by law, and shall discharge any duty imposed by law upon it and may delegate to an employee of the School any of those duties. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated.

Parent Participation

As the School is being established to serve the needs of the students and their families, it is anticipated that a Parent/Teacher Council ("PTC") will be established to facilitate communication among parents, teachers and the Board as well as promote cultural and social activities within the school community.

The PTC will:

- Serve as a forum for the discussion of matters of interest and concern to the parents of the School.
- Act as a communication channel between the parents and other individuals and groups, both within and outside the school community.
- Coordinate and sponsor committees, clubs and other activities that enhance the intrinsic value of the School and contribute to the fulfillment of its mission. By their nature these committees will work with various bodies within the School, providing support activities as appropriate.
- Coordinate PTC fundraising activities, and oversee the allocation and disbursement of funds raised by the PTC.
- Report as needed to the Board of Directors at the regularly conducted board meetings.

E. EMPLOYEE QUALIFICATIONS

"The qualifications to be met by individuals to be employed by the school."

- California Education Code Section 47605(b)(5)(E)

LVCS shall recruit professional, effective and qualified personnel for all administrative, instructional, instructional support, and non-instructional support capacities that believe in the instructional philosophy outlined in its vision statement. In accordance with Education Code 47605(d)1, LVCS shall be nonsectarian in its employment practices and all other operations. The School shall not discriminate against any individual (employee or pupil) on the basis of ethnicity, national origin, gender or disability.

All employees should possess the personal characteristics, knowledge base and/or relevant experiences in the responsibilities and qualifications identified in the posted job description as determined by the School.

Principal

The Principal supervises the campus teachers and non-instructional staff. The Principal shall act as the instructional leader at the School and shall be responsible for helping the School students achieve outcomes as outlined in the Educational Program.

Candidates for this position will possess:

- Excellent communication and community-building skills
- Administrative experience
- Extensive knowledge of curriculum development
- A record of success in developing teachers
- Experience in performance assessment

This individual must meet all of the following minimum requirements:

- Valid California Administrative Credential
- Valid California Elementary Teaching Credential
- Possession of a Master's Degree or higher

Teachers

The School shall comply with Education Code Section 47605(l), which states in pertinent part:

“Teachers in charter schools shall be required to hold a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold. These documents shall be maintained on file at the charter school and shall be subject to periodic inspection by chartering authority. It is the intent of the Legislature that charter schools be given flexibility with regard to non-core, non-college preparatory courses.”

Core Teaching Faculty, as providers of the day-to-day teaching and guidance to the students, are the primary resources of the School. In a school culture that promotes academic rigor and success for all students grade level core teachers are responsible for, but not limited to:

- Core subject instruction in mathematics, language arts, science and history/social studies
- Curriculum planning
- Collaboration with fellow faculty and administrators
- Student assessment
- Communication with parents

Candidates for these positions will possess:

- A commitment to students and learning
- Knowledge about their subject material
- A willingness to be innovative and dynamic in their instruction methods

These individuals must meet all of the following minimum requirements:

- Bachelor’s Degree
- Valid California Elementary Teaching Credential and appropriate supplemental credential if required.

Additionally, core teachers, as defined by the No Child Left Behind Act, shall meet the applicable definitions of the highly qualified requirements.

Educators providing specialized learning opportunities, including options for physical education, fine and performing arts, foreign language are required to hold a teaching credential and must have subject matter expertise, professional experience and the demonstrated ability to engage

learner's participation in the educational process as determined by the School and meet any applicable requirements of the NCLB.

All employees shall be fingerprinted and shall successfully pass all required Department of Justice/Federal Bureau of Investigations and LiveScan™ checks and undergo background checks that provide for the health and safety of the School's faculty, staff and students.

In accordance with applicable law, the LVCS reserves the right to recruit, interview and hire anyone at anytime who has the best qualifications to fill any of its positions vacancies.

F. HEALTH AND SAFETY PROCEDURES

“The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237.”

- California Education Code Section 47605(b)(5)(F)

In accordance with California Education Code (EC) Section 35294, the LVCS will develop, adopt, and fully implement a comprehensive set of policies and procedures that will serve to ensure the health and safety of pupils and staff. These policies will be enacted prior to the opening of the school and will be incorporated into the school’s staff, student, and volunteer handbooks. Expertise of the insurance carrier’s loss-control personnel, safety professionals, and industrial hygiene specialists and the ~~District~~CountySBE will be drawn upon in the development and implementation of this comprehensive integrated risk management program in accordance with all applicable provisions of law. These policies will be reviewed and updated as required in response to any change in conditions or operations that may affect the health and safety of students and staff.

Our policies and procedures will include, but are not limited to, the following:

- A requirement that each employee of the School submits to a criminal background check and furnishes a criminal record summary as required by EC 44237.
- A requirement that each campus volunteer at the School submits to background screening. A volunteer is defined as an individual working under the direction of a paid School employee to provide a service without compensation on campus while working with or around children.
- A requirement that all employees and volunteers undergo TB screening
- A policy that the School will be housed in facilities that have received state fire marshal approval and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard.
- Policies and procedures for a coordinated response to natural disasters and emergencies, including fires and earthquakes.
- A requirement that all enrolling students and staff provide records documenting immunizations to the extent required for enrollment in California Public Schools.
- Policies relating to the administration of prescription drugs and other medication.
- Policies that will foster a drug and alcohol and tobacco free environment.
- A requirement that instructional and administrative staff receive training on emergency and first aid response.

The School may create additional policies and procedures as the need occurs and to stay in compliance with changes to local, state and federal laws and regulations. Attached as **Appendix H**, please find a draft of health and safety policies to be considered by the LVCS Board.

G. MEANS TO ACHIEVE RACIAL/ETHNIC BALANCE REFLECTIVE OF DISTRICT

“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.”

- California Education Code Section 47605(b)(5)(G)

LVCS will implement a strategy that includes, but is not necessarily limited to, the following elements or strategies which focus on achieving and maintaining a racial and ethnic balance among students that is reflective of the general population residing within the territorial jurisdiction of the LVJUSD including Spanish language materials:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based application process.
- The development and distribution of promotional and informational material that reaches out to all of the various racial and ethnic groups represented in the territorial jurisdiction of the LVJUSD.
- Outreach activities.

To date, outreach activities have included communications with 12 Livermore elementary schools, 25 preschools, 7 libraries/city facilities/public parks, and 86 local businesses. In addition, fliers were posted at 5 public streets and information was sent to and delivered via The Independent, Pleasanton Weekly, Tri-Valley Herald, The Valley Times, Pleasanton Local Channel 30, Livermore Local Channel 26, KPIX Channel 5, KKKQ Radio and KTVU (Channel 2).

Specific Outreach Efforts include:

February 2004

- a. Thursday, February 12th, we held our initial community meeting at Arroyo Mocho to inform the community about the charter school project and to gauge community interest. The audience asked many questions about charter schools in general and the project in particular. Several people asked how they could become involved immediately. The official attendance figure was
- b. 354 people. We had over 120 people sign up for various committees.
- c. Saturday, February 14th, the committees met for the first time and began their process of organizing themselves, appointing co-chairs and setting up future meeting dates.
- d. Thursday, February 26th we held our second community meeting. 4000 flyers in English and Spanish were distributed to all Livermore Schools, Preschools and posted throughout the Livermore community. There were 217 in attendance and four new committees were formed. Spanish interpreters were available to answer any questions.

March 2004

- a. During the petition signing process information and interpreters were available.
- b. The second community meeting was broadcasted to the local community on March 8, 9 and 10

As part of outreach to Spanish speakers, LVCS provided:

- a. Flyers in both English and Spanish about upcoming Livermore Valley Charter School meetings
- b. General information sheets, and other key documents, including the school vision and mission statement in Spanish
- c. Information in Spanish on the Livermore Valley Charter School website
- d. Spanish translators at all general charter team meetings

H. ADMISSION REQUIREMENTS

"Admission requirements, if applicable."

- California Education Code Section 47605(b)(5)(H)

LVCS shall strive, through recruitment and admissions practices, to achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the LVJUSD. Students shall be considered for admission without regard to ethnicity, national origin, gender, disability or sexual orientation.

The School shall strive to achieve a student population from the Livermore area who understand and value the School's mission and vision statements and are committed to the School's instructional and operational philosophy. Students who are currently under an expulsion from a public school may not enroll in the School until the expulsion term has been documented as completed, and the student completes the rehabilitation plan created by the former school or as created by LVCS on behalf of the student.

LVCS shall admit all students who wish to enroll in the School subject only to capacity. Preference for enrollment shall be given in order of priority according to LVCS policy as follows:

- 1) Students returning from the previous year
- 2) Siblings of currently enrolled students
- 3) Children of Founding Families (An LVCS Founding Family is defined as parents or guardians who complete a combined total of 150 documented hours of volunteer time towards the establishment of the School. This time must be completed no later than 3 weeks prior to the initial lottery drawing (date to be determined).)
- 4) Children of the paid staff of LVCS
- 5) Students on prior year's waitlist
- 6) Residents of areas served by the LVJUSD
- 7) Other California residents

With the exception of the initial year, open enrollment shall occur on or about January 2nd through February 28th. If more students apply than can be admitted in accordance with Education Code Section 47605(d), a public random drawing shall be held the second Wednesday in March to select students for admission and the waiting list. Existing students returning for the following year will be guaranteed admission and will not be a part of a public random drawing.

When a drawing is necessary after an enrollment period has ended, it shall be conducted in accordance with the preference groups established herein, beginning with a drawing for all applicants who are members of the highest preference group that cannot be entirely accommodated within the available vacancies. A waiting list of applicants at each grade level shall be maintained to fill vacancies that occur during the school year. Applicants who were

waitlisted in the previous year will be given preference within their numbered priority group in a subsequent year's lottery.

Admission to LVCS requires a commitment from both students and parents, to the mission and vision of the School as set forth in the Charter. Prior to admission, all parents or guardians shall be required to complete an application packet and sign an agreement indicating they understand the School's philosophy, program, and volunteer policy.

I. FINANCIAL AUDIT

“The manner in which an annual, independent, financial audit shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.”

- California Education Code Section 47605(b)(5)(I)

The LVCS Board shall appoint an Audit Committee, which shall select an independent financial auditor and oversee audit requirements.

An annual audit of the books and records of LVCS shall be conducted as required under the Charter Schools Act, section 47605(b)(5)(I). The books and records of the School shall be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit shall employ generally accepted accounting procedures.

The Audit Committee shall select an independent auditor. The auditor shall have, at a minimum, a CPA and educational institution audit experience. To the extent required under applicable federal law, the audit scope shall be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

It is anticipated that the annual audit will be completed within four months of the close of the fiscal year and that a copy of the auditor's findings will be forwarded to the ~~LVJUSD~~, Alameda County Superintendent of Schools, SBE, the State Controller, and to the CDE by December 15th each year. The School's Principal along with the audit committee will review any audit exceptions or deficiencies and report to the School's Board with recommendations on how to resolve them. The School Board will submit a report to ~~LVJUSD~~ the County SBE -describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the ~~District~~ County SBE. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process referenced in Section N of this Charter.

J. PUPIL SUSPENSION AND EXPULSION

“The procedures by which pupils can be suspended or expelled.”

- California Education Code Section 47605(b)(5)(J)

The School acknowledges the responsibility of each student, parent, volunteer, faculty, staff and administrator to contribute to the wellbeing of the community by demonstrating responsibility and accountability for individual and group actions. It is the School’s goal to enhance the quality of relationships, the quality of learning, and the quality of the community through shared responsibility. Attached as **Appendix I**, please find the procedures by which students can be suspended or expelled.

K. RETIREMENT SYSTEM

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System or federal social security.”

- California Education Code Section 47605(b)(5)(K)

All full-time employees of the Charter School shall participate in a qualified retirement plan including but not limited to State Teachers Retirement System (“STRS”), Public Employees Retirement System (“PERS”) the federal social security system, or other alternate qualified plans as applicable to their position. All part-time staff will participate in the federal social security system. Staff at the charter school may have access to other school sponsored retirement plans according to policies developed by the board of directors and adopted as the school’s employee policies.

L. ATTENDANCE ALTERNATIVES

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.”

- California Education Code Section 47605(b)(5)(L)

Students who opt not to attend the LVCS may attend school district of residence schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence. Parents or guardians of each pupil enrolled in the Charter School shall be informed that the pupil(s) has no right to admission in a particular school of any local educational agency (or program of any local education agency) as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

M. DESCRIPTION OF EMPLOYEE RIGHTS

“A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school and of any rights of return to the school district after employment at a charter school.”

- California Education Code Section 47605(b)(5)(M)

Any current ~~LVJUSD~~school district employees who resigns their position with the ~~LVJUSD~~school district to become an employee of the School and is reemployed within 39 months shall be restored disregarding the break in service, as per California Education Code 44931, listed below:

California Education Code 44931. Whenever any certificated employee of any school district who, at the time of his or her resignation, was classified as permanent, is reemployed within 39 months after his or her last day of paid service, the governing board of the district shall, disregarding the break in service, classify him or her as, and restore to him or her all of the rights, benefits and burdens of, a permanent employee, except as otherwise provided in this code. However, time spent in active military service, as defined in Section 44800, subsequent to the last day of paid service shall not count as part of the aforesaid 39-month period.

All employees of LVCS shall be considered the exclusive employees of LVCS and not ~~LVJUSD~~any school district or the CountySBE unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the CountySBE or any school district shall not be transferred to LVCS.

A former employee of any school district shall have the following rights:

- Any rights upon leaving the employment of a local education agency to work in the Charter School that the local education agency may specify.
- Any rights of return to employment in a local education agency after employment in the Charter School as the local education agency may specify.
- Any other rights upon leaving employment to work in the Charter School and any rights to return to a previous employer after working in the Charter School that the State Board of Education determines to be reasonable and not in conflict with any provisions of law that apply to the Charter School or to the employer from which the employee comes to the Charter School or to which the employee returns from the Charter School.

As provided in Section O of this charter, LVCS shall be the exclusive public school employer for purposes of the Educational Employment Relations Act (“EERA”). Thus, the collective bargaining contracts of ~~LVJUSD~~local school districts shall not be controlling.

N. DISPUTE RESOLUTION PROCESS, OVERSIGHT, REPORTING AND RENEWAL

"The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter."

- California Education Code Section 47605(b)(5)(N)

Intent

The intent of this dispute resolution process is to (1) resolve disputes within the school pursuant to the school's policies, (2) minimize the oversight burden on the ~~LVJUSD~~ CountySBE, and (3) ensure a fair and timely resolution to disputes, ~~and (4) frame a charter oversight and renewal process and timeline to avoid disputes regarding oversight and renewal matters.~~

Public Comments

~~The staff and governing board members of the charter school and LVJUSD the County agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. All parties shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.~~

Disputes Arising From Within the School

Disputes arising from within the school, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations and governing board members of the school, shall be resolved pursuant to policies and processes developed by the school.

~~LVJUSD The County shall not intervene in any such internal disputes without the consent of the governing board of the charter school and shall refer any complaints or reports regarding such disputes to the governing board or the director of the charter school for resolution pursuant to the charter school's policies. LVJUSD The County agrees not to intervene or become involved in an internal dispute unless the dispute has given LVJUSD the County reasonable cause to believe that a violation of this charter or related laws or agreements or issues of student health or safety have occurred, or unless the governing board of the School has requested the LVJUSD County to intervene in the dispute.~~

Disputes Between the Charter School and the ~~Chartering Authority~~ State Board of Education

In the event of a dispute between the Charter School and ~~LVJUSD the CountySBE District~~, the staff and Board members of the School shall follow the following dispute resolution procedure or a dispute resolution procedure as determined necessary and appropriate by the State Board of Education in recognition that the SBE is not an LEA. It is understood that the State Board may choose to resolve a dispute directly instead of the dispute resolution process specified in the

charter and ~~t~~The CountySBE District agree to first frame the issue in written format and refer the issue to the ~~s~~Superintendent of the ~~DistrictCountySBE~~ and the Principal of the School. In the event that the ~~DistrictCountySBE~~ believes that the dispute relates to an issue that could lead to revocation of the charter under Education Code Section 47607 or 47604.5, this shall be specifically noted in the written dispute statement. If the substance of the dispute is a matter that could result in the taking of appropriate action, including, but not limited to revocation of the charter in accordance with Education Code Section 47607 or 47604.5, the matter will be addressed at the State Board of Education's discretion in accordance with that provision of law and any regulation pertaining thereto.

The Principal and appointed SBE representative ~~superintendent~~ shall informally meet and confer in a timely fashion to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, ~~both parties shall identify two members from their respective Boards who shall jointly meet with the Superintendent of the DistrictCounty and the Principal of the Charter School and attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the SBE representative Superintendent~~ and Principal shall meet to jointly identify a neutral, third party mediator. Mediation shall occur before a mutually agreeable mediator who is skilled in the interest-based approach to mediating disputes in the public school setting. The format of the mediation session shall be developed jointly by the ~~SBE representative Superintendent~~ and the Principal, and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. Any recommendations of the mediator shall be non-binding, unless the Board of the School and the ~~DistrictCountySBE~~ jointly agree to bind themselves.

~~If LVJUSD the County believes that the dispute could lead to revocation of this charter pursuant to Education Code Section 47607, the LVJUSD County agrees to notify the Board in writing, noting the specific reasons for which the charter may be revoked, and grant the School reasonable time to respond to the notice and take appropriate corrective actions, unless the DistrictCounty Board determines, in writing, that an imminent threat to pupil health and safety exists.~~

O. LABOR RELATIONS

“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act”

- California Education Code Section 47605(b)(5)(O)

The Charter School shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of EERA.

Persons employed by the Charter School are not considered employees of ~~LVJUSD~~ the CountySBE for any purposes whatsoever. LVCS maintains full responsibility and liability for hiring and retention purposes for all employees of the school.

P. AGREED PROCESS ON CLOSURE OF SCHOOL

“A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the school, including plans for disposing of any net assets and for maintenance and transfer of pupil records.”

- California Education Code Section 47605(b)(5)(P)

The following procedures shall apply in the event the charter school closes. The following procedures apply regardless of the reason for closure.

Closure of the School shall be documented by official action of the Board of LVCS. The action shall identify the reason for closure. The LVCS Board shall promptly notify ~~LVJUSD~~the CountySBE, within 10 business days, of the closure and the effective date of the closure.

The LVCS Board shall ensure notification to the parents and students of the school of the closure and to provide information to assist parents and students in locating suitable alternative programs. This notice shall be provided promptly, within 10 business days following the LVCS Board's decision to close the school. As applicable, the school shall transfer all appropriate student records to either LVJUSD or the Alameda County Office of Education or if both are unwilling to store such records back to the student's district of residence the LVJUSDCounty and shall otherwise assist students in transferring to their next school. All transfers of student records shall be made in compliance with the Family Educational Rights and Privacy Act (“FERPA”), 20 U.S.C. § 1232g.

As soon as reasonably practical, the school shall prepare final financial records. The school shall also have an independent audit completed as soon as reasonably practical, which period is generally no more than six months after closure. The school shall pay for the final audit. The audit shall be prepared by a qualified Certified Public Accountant selected by the school and shall be provided to ~~LVJUSD~~the CountySBE promptly upon completion.

On closure of the school, all assets of the school, including but not limited to all leaseholds, tangible and intangible personal property and all ADA apportionments and other revenues generated by students attending the school, remain the sole property of the LVCS and shall be distributed in accordance with the School's articles of incorporation and applicable law upon dissolution of the School. On closure, the School shall remain responsible for satisfaction of all liabilities arising from the operation of the school.

As the School is organized as a nonprofit public benefit corporation under California law, the LVCS Board shall follow the provisions set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation, and shall file all necessary filings with the appropriate state and federal agencies.

Additional Information

Amendments

The Board may propose amendments to this charter for approval by the Chartering Authority. Material revisions and amendments shall be made pursuant to the standards, criteria, and timelines in Education Code Section 47605.

Appendix A - Attendance Policy

Allowed Absences

A pupil shall be excused from school when the absence is: (1) due to his/her illness; (2) due to quarantine under the direction of a county or city health officer; (3) for the purpose of having medical, dental, optometrical, or chiropractic services rendered; (4) for the purpose of attending the funeral services of a member of his/her immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California; (5) for the purpose of jury duty in the manner provided for by law; (6) due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent; (7) for justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of holiday or ceremony of his/her religion, attendance at religious retreats, or attendance at an employment conference, when the pupil's absence has been requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.(8) For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.

A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefore. The teacher of any class from which a pupil is absent shall determine that the tests and assignments be reasonably equivalent to, but not necessarily identical to the tests and assignments that the pupil missed during the absence.

For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.

Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.

Note: Effective July 1, 1998, school districts will no longer receive funding from the state for pupils who have excused absences - illness, medical appointment, or attending funeral services for a member of the immediate family.

Appendix B – Sample Curriculum

Grades K-1

Reading, Thinking, Writing Planning Map

CRI Components	Standards	Benchmarks	Performance Descriptor(s)	Assessments Evidence of Mastery Products	Student Friendly Language I Can Statements	Common Focus Skills	Common Strategies	Common Learning Activities
Comprehension	Apply reading strategies to improve understanding and fluency.	Establish purposes for reading, make predictions, connect important ideas, and link text to previous experiences and knowledge.	Make predictions before reading and relate to personal experiences (e.g., illustrations, title).	Picture-prediction chart on topic	<i>I can</i> tell what will happen before I read. <i>I can</i> tell about what I know and what I have done.	Predicting	Picture walk Guided reading Prediction chart Questioning	Have children dictate/write predictions based on selection title and pictures.
			Discuss prior knowledge of topics and relate to the text before reading.	Concept web (letters, pictures, words)	<i>I can</i> use what I know to help me understand what I read.	Activating prior knowledge	Graphic organizer: Parts of a whole Think-aloud Questioning	Complete K of K-W-L chart. Model thinking about a topic before reading.
						Making connections	Text-to-self relationship	Solicit ideas to complete a concept web. Have children write letters/words about the topic.
		Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues, ask questions, retell, use meaningful substitutions).	Ask questions to clarify understanding before, during, and after reading.	Question journal	I can ask questions to help me understand what I read.	Questioning	Think-aloud	Model the think-aloud strategy for children; write questions you ask yourself during reading. Group children in pairs to practice think-aloud, write questions, and read.

Reading, Thinking, Writing Planning Map

CRI Components	Standards	Benchmarks	Performance Descriptor(s)	Assessments Evidence of Mastery Products	Student Friendly Language I Can Statements	Common Focus Skills	Common Strategies	Common Learning Activities
Comprehension	Apply reading strategies to improve understanding and fluency.	Establish purposes for reading, make predictions, connect important ideas, and link text to previous experiences and knowledge.	Make predictions before reading and relate to personal experiences (e.g., illustrations, title).	Picture- prediction chart on topic	<i>I can</i> tell what will happen before I read. <i>I can</i> tell about what I know and what I have done.	Predicting	Picture walk Guided reading Prediction chart Questioning Graphic organizer: Parts of a whole	Have children dictate/write predictions based on selection title and pictures. Complete K of K-W-L chart.
			Discuss prior knowledge of topics and relate to the text before reading.	Concept web (letters, pictures, words)	<i>I can</i> use what I know to help me understand what I read.	Activating prior knowledge Making connections	Think-aloud Questioning Text-to-self relationship	Model thinking about a topic before reading. Solicit ideas to complete a concept web. Have children write letters/words about the topic.
		Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues, ask questions, retell, use meaningful substitutions).	Ask questions to clarify understanding before, during, and after reading.	Question journal	I can ask questions to help me understand what I read.	Questioning	Think-aloud	Model the think-aloud strategy for children; write questions you ask yourself during reading. Group children in pairs to practice think-aloud, write questions, and read.
	Comprehend a broad range of reading materials	Use information to form questions and verify predictions.	Ask questions to seek elaboration of illustrations or portions of text and to monitor comprehension (e.g., ask why a character would do something, ask for clarification of something).	5-W Chart	I can ask questions about pictures and words to help me understand what I read.	Understanding illustrations and features of non-fiction text	Think-aloud Shared Reading 5-W Chart	Complete 5-W Chart as a class

Appendix C – Day in the Life of a First Grade Student at LVCS

A typical day in the life of a first grade student at LVCS begins with a class meeting where students take roles as calendar person, weather person, days in school person, and class calendar person, in which students practice public speaking skills, reading skills, math skills, and take membership in a community of learners. Students may also participate in daily oral language and daily math activities. The students review the daily schedule with the teacher to anticipate their planned learning for the day.

Our Students then transition into math workshop, in which students could be working on hands-on manipulative-based math activities to support acquisition of the state standards or participating in co-operative learning groups to master problem solving skills, working with the state approved mathematics text, or practicing math facts on an individual level. Typically, the teacher would act as a facilitator by introducing the lesson, monitoring student progress in groups and individually, and leading a concluding discussion that ties together and cements student learning.

After a morning snack recess, our student would participate in a whole group phonics based lesson, in which phonemic awareness sound/spelling relationships, blending and dictation skills are practiced. Students could also participate in shared readings in which comprehension skills and reading strategies would be introduced and practiced. Students would then participate in literacy centers, in which students are grouped dynamically to achieve maximal students learning. Literacy centers could include guided reading groups with the teacher, journal or other writing tasks, spelling activities, phonemics awareness tasks, environmental print activities, literature listening centers with follow-up comprehension activities, independent reading at students individual levels, computer tasks, book projects, or activities pertaining to literary elements such as character, setting, plot or theme. Finally, students would participate in writer's workshop, which might begin with a mini-lesson on writing skills from capitalization and punctuation, to voice and revision. Students would then participate in individual writing, conference with the teacher on an as-ready basis. Conferencing would include editing, revision, and the development of individual writing goals, culminating in student publishing. Students might end writer's workshop by reading newly published stories in a Readers Theater Format.

After lunch and recess, our student's activities would vary on a daily basis; student might participate in a hands-on science lesson, a social studies lesson, a thematic lesson, art, music, foreign language, enrichment, library, technology, etc. These students could be taught in the self-contained classroom, in a rotation with age-level peers, in a multi-class, multi-age setting, or with specialists.

The day would end with a teacher read-aloud and independent silent reading time, followed by a "decision-time" in which students would self select activities. Students would have access to books, writing materials, building materials, art materials, math materials, imaginative play materials, etc., to choose from during decision time. This portion of the day is important, as

students are able to make personal choices about their own learning to interact with peers in a cooperative manner, and to explore new interests.

After school, our student could participate in a variety of extracurricular activities, ranging from science classes to garden club, scout troops to drama. At home, our student will complete developmentally appropriate homework to reinforce school learning, while still having enough time to engage in play, family life, and other activities chosen by our student and his or her family.

Appendix D – Strategies and Outcomes for at Risk Students

Livermore Valley Charter School will screen the following data to identify at-risk students in accordance with the California and ~~LVJUSD~~~~County~~~~SBE~~ guidelines:

- Students scoring below the 40thile on the previous year's adopted standardized test in any one subtest score in Reading and Language Arts
- Students who are at least one year below grade level in the areas of reading, written language and math, identified by informal teacher assessment or prior progress reports
- Students recommended for academic intervention.

At-Risk Pupil Outcomes

1. Livermore Valley Charter School will make every effort to raise the CAT6 test scores of our at-risk students by at least 5 percentage points each year. At risk students will have their CAT6 scores individually monitored.
2. All identified at-risk students will be referred for intervention services and receive individualized attention in the classroom on a regular basis.

Strategies to Improve At-Risk Performance

1. By the end of the eighth week of school, all parents of students at Livermore Valley Charter School identified as low achieving will have been informed of their child's academic standing.
2. At Back to School Night and parent education workshops, parents will be given specific suggestions as to how to help their child at home.
3. A list of available tutoring, library and enrichment resources will be developed and made available for parents of all students.
4. Staff development sessions may be devoted to meeting both the needs of low achieving students and gifted students; innovative practices of teachers will be presented, implemented as appropriate, and evaluated for their effectiveness.
5. In the classroom, paraprofessionals and/or volunteers will provide individualized assistance directed by the teacher.
6. Preparation and follow-up activities such as fieldtrips, guest speakers and assemblies will focus on language development and conceptual understanding of material presented and/or experiences shared.
7. A centralized list of targeted low-achieving students will be kept by the administrator to monitor student progress, to track services, and to provide the Livermore Charter Governing Board or its designee with periodic updates on the progress of student achievement.
8. Confidentiality will be maintained and data will be provided without names.
9. A parent outreach committee will be established to devise strategies to involve all parents in school programs that support meeting the needs of all children, including the low achieving child.

Appendix E – GATE Program Goals and Outcomes

At LVCS, all teachers will participate and contribute to the program goals as all teachers have gifted students in their classrooms and are responsible for meeting these students' needs.

1. GATE students at LVCS receive differentiated instruction during language arts and mathematics including use of differentiated materials such as books and other materials addressing algebraic and logic instruction that reflects advanced levels of thinking (synthesis and evaluation). Teachers will regroup or cluster students for instruction. Teachers will plan for horizontal curriculum alignment through grade-level meetings, as well as vertical curriculum alignment between grade levels to ensure a continuum of learning that reflects one or more years above grade level.
2. GATE students will study the same core curriculum as their peers in social studies, science, music and art, as designed by the LVCS Curriculum Committee. However, these students will have opportunities to study topics in detail, and will be required to demonstrate their understanding through projects, experiments, and other means of creative expression. Teachers will continually modify instructional strategies to include flexible groupings and hands-on learning experiences.
3. GATE students at LVCS will receive additional opportunities to master technological skills that include interdisciplinary content (math, science, history, with language arts) or thematic units. Teachers will collaborate with the Technology Committee and parent experts in various fields to continually assess and incorporate new technology and software to match curriculum goals of the GATE program.
4. GATE students at LVCS will participate within the regular classroom as a means of developing and encouraging social awareness and understanding. Each teacher will participate in the organization of classroom populations, addressing the school goals for the gifted students and using the enrichment periods (art, music, computer, library time, foreign language and physical education) to further the opportunity for differentiated instruction time.

GATE Assessment and Evaluation

1. Review of Student Progress for each GATE student.
2. Teachers will continually assess program design and progress at grade level meetings; and, teachers will make reports to parents and committee members at Curriculum Committee meetings.
3. Teachers will analyze STAR test results and other assessments of advanced performance such as participation in to determine the strengths and weaknesses of programs in place.

Appendix F - Curriculum

Curriculums are and will be based on the California State Frameworks and Academic Content Standards of California Public Schools. The specific standards students are expected to master by the end of their grade levels are listed below:

Language Arts

Kindergarten

Reading

- Students will know about letters, words, and sounds. They will apply this knowledge to read simple sentences.
- Students will identify the basic facts and ideas in what they have read, heard, or viewed.
- Students will listen to and respond to stories based on well-known characters, themes, plots, and settings.

Writing

- Students will write words and brief sentences that are legible.

Written and Oral English Language Conventions

- Students will write and speak with a command of Standard English conventions.

Listening and Speaking

- Students will listen and respond to oral communication. They will speak in clear and coherent sentences.
- Students will deliver brief recitations and oral presentations about familiar experiences or interests, demonstrating command of organization and delivery strategies.

Grade 1

Reading

- Students will understand the basic features of reading. They will select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and work parts. They will apply this knowledge to achieve fluent oral and silent reading.
- Students will read and understand grade-level-appropriate material. They will draw upon a variety of comprehension strategies as needed.
- Students will read and respond to a wide variety of significant works of children's literature. They will distinguish between the structural features of the text and the literary terms or elements.

Writing

- Students will write clear and coherent sentences and paragraphs that develop a central idea. Their writing will show they consider the audience and purpose. Students will progress through the stages of the writing process.
- Students will write compositions that describe and explain familiar objects, events and experiences. Student writing will demonstrate a command of standard American English and drafting, research, and organization strategies.

Written and Oral English Language Conventions

- Students will write and speak with a command of Standard English conventions appropriate to this grade level.

Listening and Speaking

- Students will listen critically and respond appropriately to oral communication. They will speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.
- Students will deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking will demonstrate a command of standard American English and organizational and delivery strategies.

Grade 2**Reading**

- Students will understand the basic features of reading. They will select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They will apply this knowledge to achieve fluent oral and silent reading.
- Students will read and understand grade-level-appropriate material. They will draw upon a variety of comprehension strategies as needed.
- Students will read and respond to a variety of significant works of children's literature. They will distinguish between the structural features of the text and the literary terms or elements.

Writing

- Students will write clear and coherent sentences and paragraphs that develop a central idea. Their writing will show they consider the audience and purpose. Students will progress through the stages of the writing process.
- Students will write compositions that describe and explain familiar objects, events, and experiences. Student's writing will demonstrate a command of standard American English and drafting, research and organizational strategies.

Written and Oral English Language Conventions

- Students will write and speak with a command of Standard English conventions appropriate to this grade level.

Listening and Speaking

- Students will listen critically and respond appropriately to oral communication. They will speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.
- Students will deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking will demonstrate a command of standard American English and organization and delivery strategies.

Grade 3**Reading**

- Students will understand the basic features of reading. They will select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They will apply this knowledge to achieve fluent oral and silent reading.
- Students will read and understand grade-level-appropriate material. They will draw upon a variety of comprehension strategies, as needed.

Students will read and respond to a wide variety of significant works of children's literature. They will distinguish between the structural features of the text and the literary terms or elements.

Writing

- Students will write clear and coherent sentences and paragraphs that develop a central idea. Their writing will show they consider the audience and purpose. Students will progress through the stages of the writing process.
- Students will write compositions that describe and explain familiar objects, events and experiences. Student's writing will demonstrate a command of standard American English and drafting, research and organizational strategies.

Written and Oral English Language Conventions

- Students will write and speak with a command of Standard English conventions appropriate to this grade level.

Listening and Speaking

- Students will listen critically and respond appropriately to oral communication. They will speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.
- Students will deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking will demonstrate a command of standard American English and organization and delivery strategies.

Grade 4

Reading

- Students will understand the basic features of reading. They will select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They will apply this knowledge to achieve fluent oral and silent reading.
- Students will read and understand grade-level-appropriate material. They will draw upon a variety of comprehension strategies as needed.
- Students will read and respond to a wide variety of significant works of children's literature. They will distinguish between the structural features of the text and the literary terms or elements.

Writing

- Students will write clear and coherent sentences and paragraphs that develop a central idea. Their writing will show they consider the audience and purpose. Students will progress through the stages of the writing process.

- Students will write compositions that describe and explain familiar objects, events and experiences. Student's writing will demonstrate a command of standard American English and drafting, research and organizational strategies.

Written and Oral English Language Conventions

- Students will write and speak with a command of Standard English conventions appropriate to this grade level.

Listening and Speaking

- Students will listen critically and respond appropriately to oral communication. They will speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.
- Students will deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking will demonstrate a command of standard American English and organization and delivery strategies.

Grade 5

Reading

- Students will use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.
- Students will read and understand grade-level-appropriate material. They will describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose.
- Students will read and respond to historically or culturally significant works of literature. They will begin to find ways to clarify the ideas and make connections between literary works.

Writing

- Students will write clear and coherent and focused essays. Their writing will exhibit the students' awareness of the audience and purpose. Essays will contain formal introductions, supporting evidence, and conclusions. Students will progress through the stages of the writing process as needed.
- Students will write narrative, expository, persuasive, and descriptive texts of at least 500-700 words in each genre. Student writing will demonstrate a command of standard American English and research, organizational and drafting strategies.

Written and Oral English Language Conventions

- Students will write and speak with a command of Standard English conventions appropriate to this grade level.

Listening and Speaking

- Students will deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They will evaluate the content of oral communication.

- Students will deliver well-organized formal presentations employing traditional rhetorical strategies. Student speaking will demonstrate a command of standard American English and organizational and delivery strategies.

Mathematics

Kindergarten

By the end of kindergarten, students will understand small numbers, quantities, and simple shapes in their everyday environment. They will count, compare, describe and sort objects, and develop a sense of properties and patterns.

Number Sense

- Students will understand the relationship between numbers and quantities.
- Students will understand and describe simple additions and subtractions.
- Students will use estimation strategies in computation and problem solving that involve numbers that use the ones and tens places.

Algebra and Functions

- Students will sort and classify objects.

Measurement and Geometry

- Students will understand the concept of time and units to measure it; they will understand that objects have properties, such as length, weight, and capacity, and that comparisons may be made by referring to those properties.
- Students will identify common objects in their environment and describe the geometric features.

Statistics, Data Analysis, and Probability

- Students will collect information about objects and events in their environments.

Mathematical Reasoning

- Students will make decisions about how to set up a problem.
- Students will solve problems in reasonable ways and justify their reasoning.

Grade 1

By the end of grade one, students will understand and use the concept of ones and tens in the place value number system.

Students will add and subtract sums to twenty with ease. They will measure with simple units and locate objects in space.

They will describe data and analyze and solve simple problems.

Number Sense

- Students will understand and use numbers up to 100.
- Students will demonstrate the meaning of addition and subtraction and use these operations to solve problems.
- Students will use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, and hundreds places.

Algebra and Functions

- Students will use number sentences with operational symbols and expressions to solve problems.

Measurement and Geometry

- Students will use direct comparison and nonstandard units to describe the measurements of objects.
- Students will identify common geometric figures, classify them by common attributes, and describe their relative position or their location in space.

Statistics, Data Analysis, and Probability

- Students will organize, represent, and compare data by category on simple graphs and charts.

Mathematical Reasoning

- Students will make decisions about how to set up a problem.
- Students will solve problems and justify their reasoning.
- Students will note connections between one problem and another.

Grade 2

By the end of grade two, students will understand place value and number relationships in addition and subtraction and they will use simple concepts of multiplication. They will measure quantities with appropriate units. They will classify shapes and see relationships among them by paying attention to their geometric attributes. They will collect and analyze data and verify the answers.

Number Sense

- Students will understand the relationship between numbers, quantities, and place value in whole numbers up to 1,000.
- Students will estimate, calculate, and solve problems involving addition and subtraction of two-and three-digit numbers.
- Students will model and solve simple problems involving multiplication and division.
- Students will understand that fractions and decimals may refer to parts of a set and parts of a whole.
- Students will model and solve problems by representing, adding, and subtracting amounts of money.
- Students will use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, hundreds, and thousands places.

Algebra and Functions

- Students will model, represent, and interpret number relationships to create and solve problems involving addition and subtraction.

Measurement and Geometry

- Students will understand that measurement is accomplished by identifying a unit of measure, repeating that unit, and comparing it to the item to be measured.
- Students will identify and describe the attributes of common figures in the plane and of common objects in space.

Statistics, Data Analysis, and Probability

- Students will collect numerical data and record, organize, display, and interpret the data on bar graphs and other representations.

- Students will demonstrate an understanding of patterns and how patterns grow and describe them in general ways.

Mathematical Reasoning

- Students will make decisions about how to set up a problem.
- Students will solve problems and justify their reasoning.
- Students will note connections between one problem and another.

Grade 3

By the end of grade three, students will deepen their understanding of place value and their understanding of and skill with addition, subtraction, multiplication, and division of whole numbers. Students will estimate, measure, and describe objects in space. They will use patterns to help solve problems. They will represent number relationships and conduct simple probability experiments.

Number Sense

- Students will understand the place value of whole numbers.
- Students will calculate and solve problems involving addition, subtraction, multiplication, and division.
- Students will understand the relationship between whole numbers, simple fractions, and decimals.

Algebra and Functions

- Students will select appropriate symbols, operations, and properties to represent, describe, simplify, and solve simple number relationships.
- Students will represent simple functional relationships.

Measurement and Geometry

- Students will choose and use appropriate units and measurement tools to quantify the properties of objects.
- Students will describe and compare the attributes of plane and solid geometric figures and use their understanding to show relationships and solve problems.

Statistics, Data Analysis, and Probability

- Students will conduct simple probability experiments by determining the number of possible outcomes and make simple predictions.

Mathematical Reasoning

- Students will make decisions about how to approach problems.
- Students will use strategies, skills, and concepts in finding solutions.
- Students will move beyond a particular problem by generalizing to other situations.

Grade 4

By the end of grade four, students will understand large numbers and addition, subtraction, multiplication, and division of whole numbers. They will describe and compare simple fractions and decimals. They will understand the properties of, and the relationships between plane geometric figures. They will collect, represent, and analyze data to answer questions.

Number Sense

- Students will understand the place value of whole numbers and decimals to two decimal places and how whole numbers and decimals relate to simple fractions. Students will use the concepts of negative numbers.
- Students will extend their use and understanding of whole numbers to the addition and subtraction of simple decimals.
- Students will solve problems involving addition, subtraction, multiplication, and division of whole numbers and understand the relationships among the operations.
- Students will know how to factor small whole numbers.

Algebra and Functions

- Students will use and interpret variables, mathematical symbols, and properties to write and simplify expressions and sentences.
- Students will know how to manipulate equations.

Measurement and Geometry

- Students will understand perimeter and area.
- Students will use two-dimensional coordinate grids to represent points and graph lines and simple figures.
- Students will demonstrate an understanding of plane and solid geometric objects and use this knowledge to show relationships and solve problems.

Statistics, Data Analysis, and Probability

- Students will organize, represent, and interpret numerical and categorical data and clearly communicate their findings.
- Students will make predictions for simple probability situations.

Mathematical Reasoning

- Students will make decisions about how to approach problems.
- Students will use strategies, skills, and concepts in finding solutions.
- Students move beyond a particular problem by generalizing to other situations.

Grade 5

By the end of grade five, students will increase their facility with the four basic arithmetic operations applied to fractions, decimals, and positive and negative numbers. They will know and use common measuring units to determine length and area. They will know and use formulas to determine the volume of simple geometric figures. Students will know the concept of angle measurement and use a protractor and compass to solve problems. They will use grids, tables, graphs, and charts to record and analyze data.

Number Sense

- Students will compute with very large and very small numbers, positive integers, decimals, and fractions and understand the relationship between decimals, fractions, and percents. They will understand the relative magnitudes of numbers.
- Students will perform calculations and solve problems involving addition, subtraction, simple multiplication and division of fractions and decimals.

Algebra and Functions

- Students will use variables in simple expressions, compute the value of the expression for specific values of the variable, and plot and interpret the results.

Measurement and Geometry

- Students will understand and compute the volumes and areas of simple objects.
- Students will identify, describe, and classify the properties of, and the relationships between, plane and solid geometric figures.

Statistics, Data Analysis, and Probability

- Students will display, analyze, compare, and interpret different data sets, including data sets of different sizes.

Mathematical Reasoning

- Students will make decisions about how to approach problems.
- Students will use strategies, skills, and concepts in finding solutions.
- Students will move beyond a particular problem by generalizing to other situations.

Science

Students will discover and learn about the natural world by using the methods of science as extensions of their own curiosity and wonder. Students will acquire knowledge of the biological and physical sciences from a balanced curriculum, which includes building on their understanding of science concepts to learn about the logic of the scientific method and applications of science to the world around them. Students will develop critical thinking skills of science: observing, comparing, organizing, inferring, relating, and applying.

All students will be exposed to life, earth, and physical sciences in a curriculum that is based on the State Framework and State Standards. (Please refer to these documents for the specific science standards.) All students, including ELL, Gifted, and Special Education will have access to the science core curriculum, with modifications to meet their individual needs.

State Standards aligned textbooks, supplementary materials, and multimedia resources are being purchased as ~~District~~ CountySBE and State funding becomes available. They will be utilized to teach the curriculum.

Students will work in cooperative groups, using hands-on materials to reinforce their understanding of scientific concepts. Follow-up activities will include making graphs, charts, or drawings to show their findings.

History/Social Science

A full, balanced, integrated, literature-enriched history-social science curriculum will draw upon students' experiences and incorporate goals that promote (1) knowledge and cultural understanding, (2) democratic principles and civic values, and (3) academic and social skills necessary for effective participation in diverse societies. This curriculum will be aligned with the State Framework.

The teaching of history will be integrated with the humanities and the other social sciences. Activities and lessons will be correlated with language arts, sciences, and visual and performing arts curricula.

Students in all grades will study history and social sciences through an integrated curriculum. This includes language arts (creative writing, factual reports, critical analysis); science (adaptation, survival, utilization of the environment); art (many hands-on projects, artistic rendering, 3-dimensional projects); music (cultural and ethnic aspects which are incorporated through); and math (graphs, life experiences problem-solving, time lines, measuring for cooking).

Teachers will build upon students' curiosity about themselves and their world by presenting history as an exciting and dramatic series of events and issues. Students will engage in problem solving as they acquire, evaluate, and use information in a variety of ways. Frequent opportunities will exist for all students including English Language Learners to share their language, cultural ideas, customs, and heritage, thereby providing multicultural dimensions to the curriculum. The teachers will provide equal access to the core curriculum for all students through a variety of appropriate strategies. The teachers will facilitate the exploration of values critical to understanding the democratic process.

Visual and Performing Arts

The curriculum will be aligned with the Visual and Performing Arts Framework for California Public Schools and will include dance, drama/theater, music and visual arts. This program will be designed to develop aesthetic perception and judgment, and creative expression in the context of our diverse historical and cultural heritages. All students, including ELL, Gifted, and Special Education will have equal access to the visual and performing arts core curriculum, with modifications to meet their individual needs. Integrated instruction will be delivered by the regular classroom teacher, as well as by the enrichment staff.

Technology

Livermore Valley Charter School's goal is to educate our students to participate fully in the new information age. To this end, we are committed to provide a learning environment that promotes logical thinking, curiosity, worldwide awareness and self-directed, independent learning. We believe that this new approach to learning is dynamic in a framework with the content free flowing and always changing. This new approach needs to begin at the earliest age so that students feel in command of this type of learning. Teachers need to be trained to use the cornucopia of information available on the Internet and World Wide Web to develop activities that will enrich the standard curriculum. Teachers will model information processing using the most current tools. Our goal is to achieve the effective integration of technology into instruction. Elements of our technology focus include:

- Developing and maintaining a state of the art computer lab;
- Maintaining a page on the Web (www.livermorecharterschool.org) to share information about the school;

LVCS' technology goals include:

- Providing each classroom with at least four multi-media computers.
- Establishing AR reading program in our media center
- Creating a Student run T.V. studio for closed circuit broadcasts

Evaluation is an ongoing process. At the end of each school year, the Technology Committee will review the year's activities to evaluate progress toward our Plan's goals and objectives. An end-of-the-year staff survey will be used to collect data for modifying the Plan for the following year.

Any supporting books, materials, and programs will be approved by the Curriculum Committee and authorized by the Charter Governing Board. Instruction is presented in a balanced, integrated manner and allows for student extensions as well as remediation. Classroom instruction takes various forms depending on children's needs and academic purpose. Students may work in a whole group, individually, in pairs, in skill groups, and in cooperative groups. Working in a variety of ways allows children to develop independence, self-reliance, and collaborative work skills.

Challenge Standards – Foreign Language

The five goals for foreign language learning are:

- Communication: To communication in languages other than English
- Culture: To gain knowledge and understanding of their cultures
- Connections: To connect with other disciplines and acquire information
- Comparisons: To develop insight into own language and culture
- Communities: To participate in multilingual communities at home and around the world

Grades K-5

This section presents the foreign language standards. In addition, examples of types of work students should be able to do to meet each standard are given for the grade span kindergarten through grade four.

Goal: communication. Communicate in languages other than English

Standard 1:

Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 2:

Students understand and interpret written and spoken language on a variety of topics.

Standard 3:

Students present information concepts, and ideas to an audience of listeners or readers on a variety of topics.

Goal: Cultures. Gain knowledge and understanding of other cultures

Standard 4:

Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.

Standard 5:

Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.

Goal: Connections. Connect with other disciplines and acquire information

Standard 6:

Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 7:

Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture.

Goal: Comparisons. Develop insight into own language and culture.

Standard 8:

Students demonstrate an understanding of the nature of language through comparisons of the language studied and their own.

Standard 9:

Students demonstrate an understanding of the concept of culture through comparisons of the culture studied and their own.

Goal: Communities. Participate in multilingual communities at home and around the world

Standard 10:

Students use the language both within and beyond the school setting.

Standard 11:

Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Standard 12:

Students engage in the activities which prepare them to use the target language to achieve career goals.

Physical Education Standards

Movement Skills and Movement Knowledge

Standard 1:

The student will be competent in many movement activities.

Standard 2:

The student will understand how and why one moves in a variety of situations and will use this information to enhance his or her skills.

Standard 3:

The student will achieve and maintain a health-enhancing level of physical fitness.

Self-image and Personal Development

Standard 4:

The student will exhibit a physically active lifestyle and will understand that physical activity provides opportunities for enjoyment, challenge, and self-expression.

Self-image and Personal Development

Standard 5:

The student will demonstrate responsible personal behavior while participating in movement activities.

Social Development

Standard 6:

The student will demonstrate responsible social behavior while participating in movement activities.

The student will understand the importance of respect for all others.

Standard 7:

The student will understand the interrelationship between history and culture and games, sports, play, and dance.

Visual and Performing Arts: Music Content Standards

1.0 ARTISTIC PERCEPTION - Processing, Analyzing, and Responding to Sensory Information through the Language and Skills Unique to Music

Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.

2.0 CREATIVE EXPRESSION - Creating, Performing, and Participating in Music

Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

3.0 HISTORICAL AND CULTURAL CONTEXT - Understanding the Historical Contributions and Cultural Dimensions of Music

4.0 AESTHETIC VALUING - Responding to, Analyzing, and Making Judgments About Works of Music

Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS - Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.

Appendix G – Academic Rubrics

Below are the grading rubric tables for K-3 and 4-5.

Grading Rubric (Grades K to 3)

Academic Legends – Major subject areas	
4	Exceeding Standards For this reporting period, the student exceeds the standards by adding creativity, depth, and complexity to the application of the standards; grasps, applies, and extends key concepts, processes and skills.
3	Meeting Standards For this reporting period, the student demonstrates proficiency of the standards.
2	Approaching Standards For this reporting period, the student is still learning the skills and needs additional time and practice with the standards.
1	Not Meeting Standards For this reporting period, the student is not meeting the expected standards and/or is still learning the skills of a lower grade: area of concern.

Markings for Standards	
X	For this reporting period, the student has made appropriate progress.
/	For this reporting period, the student needs additional time and practice with standard
[] blank	Not assessed or no further assessment required

Markings for skills within standards (<i>as applicable</i>)	
()	This specific skill has been taught, assessed and the student is proficient.
-	This specific skill has been taught and assessed, but the student is not proficient

Grading Rubric (Grades 4+5)

Academic Legends – Major subject areas	
A	For this reporting period, the student has mastered the standards with creativity, depth, and complexity and/or has achieved an average of 90% to 100%.
B	For this reporting period, the student has mastered the standards and/or has achieved an average of 80% to 89%.
C	For this reporting period, the student has learned most of the standards and/or has achieved an average of 70% to 79%.
NP	For this reporting period, the student has not met the standards and/or has achieved an average of <70%.
U	For this reporting period, there was insufficient evidence/lack of student work on which to base a performance assessment.

Markings for Standards	
X	For this reporting period, the student has made appropriate progress.
/	For this reporting period, the student needs additional time and practice with standard
[] blank	Not assessed or no further assessment required

Markings for skills within standards (<i>as applicable</i>)	
()	This specific skill has been taught, assessed and the student is proficient.
-	This specific skill has been taught and assessed, but the student is not proficient

Appendix H – Draft Health and Safety Policies

This appendix contains a set of draft of health and safety policies to be considered by the LVCS Board. The policies attached are as follows:

Draft Policy 1:	Fingerprinting and Background Checks
Draft Policy 2:	Tuberculin Examinations
Draft Policy 3:	Safe Facilities
Draft Policy 4:	Emergency Plans
Draft Policy 5:	Immunizations/Physical Exams
Draft Policy 6:	Communicable, Contagious, or Infectious Disease Prevention Policy
Draft Policy 7:	Administration of Medications
Draft Policy 8:	Drug-Free Workplace
Draft Policy 9:	Smoke-Free Environment
Draft Policy 10:	First Aid, CPR, and Health Screening
Draft Policy 11:	Exposure Control Plan for Blood Borne Pathogens

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Personnel

Board Policy #1

Fingerprinting and Background Checks

It is the policy of Livermore Valley Charter School (School) to require fingerprinting and background checks for its employees as required by law prior to employment at the School. All prospective employees must abide by all applicable laws and agree to abide by the policies of the School, including the submission of fingerprints and the approval for the School or its designee to perform background checks. The fingerprinting and Criminal Records Summaries will be required annually, at the beginning of each school year. This requirement is a condition of employment.

The School shall also fingerprint and background check each campus volunteer, prior to volunteering at the School. A campus volunteer is defined as an individual working under the direction of a paid School employee to provide a service without compensation on campus while working with or around children. Campus volunteers must abide by all applicable laws and agree to abide by the policies of the School, including the submission of fingerprints and the approval for the School or its designee to perform background checks. The fingerprints will be sent to the Department of Justice for the purpose of obtaining a criminal record summary. Fingerprinting and Criminal Records Summaries will be required annually, at the beginning of each school year. This requirement is a condition of obtaining clearance to volunteer on campus.

Additionally, the School may on a case-by-case basis require an entity providing school site services other than those listed above to require the entity's employees to comply with the requirements for fingerprinting, unless the School determines that the employees of the entity will have limited contact with pupils. In determining whether a contract employee will have limited contact with pupils, the School must consider the totality of the circumstances, including factors such as the length of time the contractors will be on school grounds, whether pupils will be in proximity with the site where the contractors will be working, and whether the contractors will be working by themselves or with others.

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School Safety

Board Policy #2

Tuberculin Examinations

1. No person shall be employed by or volunteer at the School unless they have submitted proof of an examination within the last two (2) years that they are free of active tuberculosis by a physician licensed under Chapter 5 of Division 2 of the Business and Professions Code.
2. This examination shall consist of an X-ray of the lungs or an approved intradermal tuberculin test, which, if positive, shall be followed by an X-ray of the lungs.
3. All employees/volunteers shall be required to undergo this examination at least once every two (2) years, with the exception of “food handlers” who shall be examined annually.
4. After such examination each employee shall file a certificate with the School from the examining physician showing the employee was examined and found free from active tuberculosis.
5. In the event it becomes necessary for the employee to have an X-ray examination as a follow-up to a skin test, the School will make arrangements with the designated physician for the examination and bear the expense. If the employee chooses to have his or her own physician for this purpose, the School will pay toward the cost of the examination an amount equal to the rate charged by the designated physician.
6. This policy shall also include student teachers serving under the supervision of a designated master teacher and all substitute employees.

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School Safety

Board Policy #3

Safe Facilities

The Livermore Valley Charter School will be housed in a facility that has received State Fire Marshall approval and has been evaluated by a qualified structural engineer, who has determined that the facilities present no substantial seismic hazard. The School will not take possession of any facility from ~~the any school District-district~~ that does not have all appropriate inspections and a valid Certificate of Occupancy. The procedures will include provisions for periodic inspection and testing of the structure(s) and associated life safety systems.

Surveys and management plans will be maintained and updated for all hazardous building materials (lead, asbestos, etc.) and all hazardous materials used and stored in and around the school will be handled and dispensed properly. Additionally, appropriate training for staff working with hazardous materials (i.e., pesticides, cleaning chemicals, etc.) will be provided. A comprehensive indoor air quality program modeled on the EPA's "Tools for Schools" program will be implemented and maintained.

Inspections will be performed to ensure that daily operations do not compromise facility safety and health in any manner. This will include maintaining safe access / egress paths (both routine and emergency), access to emergency equipment, eliminating obstructions to airflow, etc.

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School Safety

Board Policy #4

Emergency Plans

Disaster Plan

Livermore Valley Charter School shall (1) develop and adopt a plan to ensure the School's preparation to meet disasters, a plan based on the Standardized Emergency Management System (SEMS) which conforms with the emergency and disaster plans of the local civil defense agency; and (2) provide for all members of the certificated and classified staff of the School and all pupils enrolled in the school the instruction they need to be fully informed regarding all phases of the plan and the responsibilities they are to assume should either a man-made or natural disaster occur in the School or in the area in which the School is located.

SEMS (State Emergency Management System) is a system developed to help all state, government, hospitals, school districts, fire departments, police departments and businesses to organize their personnel in such a way that is common among all and to streamline the response system.

Incident Command Job Action Sheets Defined

Positions:

Incident Commander (IC) – Organizes and directs the operations of the Incident Command Center. Gives overall direction for school operations and, if needed, authorizes evacuation. Works cooperatively with external agencies.

Command Center Recorder - Records incident-related activities/problems and any other documentation necessary as directed by the Incident Commander. Records and maintains documentation on disaster status board.

Public Information Officer (PIO) - Provides information to the news media. Acts as liaison with on-site childcare programs (Kidzone) emergency incident efforts.

Operations Section Leader – Organizes and directs aspects relating to the operations section. Carries out directives of the IC. Coordinates and directs teams to carry out tasks required to secure a safe environment.

Search & Rescue – Leads and directs search and rescue operations in a safe manner so as to prevent further injury or loss. Reports and coordinates efforts with fire department.

Safety & Security Officer – Monitors and has authority over safety of search and rescue operations and hazardous conditions. Organizes and enforces scene/facility protection and traffic control. Erects barriers as needed to provide a safe and secure site for various operations.

Student Tracking/Discharge Leader – Works with Student Tracking Officer to coordinate: time of removal, name and signature of person making removal, source of identification from persons making removal, cross checks of this information with the emergency release forms. It should also have notation as to where the student will be going (i.e., home, relatives, work, neighbor, telephone number where they can be contacted).

First Aid/Triage – Sets up first aid station. Sorts casualties according to priority of injuries and assures their disposition to the proper treatment area.

Damage Assessment & Control Officer – Provides sufficient information regarding the operational status of the facility for the purpose of decision/policy making, including those regarding full or partial evacuation. Identifies safe areas where students and staff can be moved if needed. Manages fire suppression, search and rescue and damage mitigation activities.

Logistics Section Leader – Organizes and directs those operations associated with maintenance of the physical environment and adequate levels of food, shelter, and supplies to support the school objectives.

Communications Leader – Organizes and coordinates internal and external communications: acts as custodian for all incoming communications. Logs/documents and distributes communications to IC. Works with Ham operators, walkie-talkies, organizes the placement of ground-air communication signals.

Manpower Pool Leader – Collects and inventories available staff and volunteers at a central point. Receives requests and assigns available staff as needed. Maintains adequate numbers of staff to assist as needs arise. Assists in the maintenance of staff morale. Sees that staff gets breaks or relief as needed.

Resource Manager – Works with Manpower Pool Leader to organize, assess, and assign all community volunteers according to their skills and training to areas of need. Organizes and distributes donations from the community.

Supplies & Distribution Leader – Organizes and dispenses food and water stores for consumption. Rations supplies as needed, depending on duration of incident.

Sanitation & Shelter – Evaluates and monitors the patency of existing sewage and sanitation systems. Enacts pre-established alternate methods of waste disposal if necessary. Sets up shelter as needed.

Transportation Unit Leader – Organizes and coordinates the transportation of human and material resources to and from the school. Secures school personnel to travel with students that need to be transported to a medical facility. Secures routes for entrance and exit of emergency vehicles.

Psychological Support Unit Leader – Provides psychological, spiritual, and emotional support to school staff, students, and families. Initiates and organizes the Critical Stress Debriefing process.

Planning Section Chief - Organizes and directs all aspects of Planning Section operations. Ensures the distribution of critical information/data. Compiles scenario/resource projections from all section chiefs and effects long-range planning. Documents and distributes facility action plan.

School Site Evacuation – Plans and organizes the evacuation of students from school site to sister school. Prepares site for accepting students from sister school.

Finance Leader – Monitors the utilization of financial assets. Maintains documentation of personnel time records. Supervises the documentation of expenditures relevant to the emergency incident.

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Student

Board Policy #5

Immunizations/Physical Exams

Applicability

This policy applies to all applicants to the Livermore Valley Charter School and the administration of the School in charge of admissions.

Immunizations

California law requires that an immunization record be presented to the school staff before a child can be enrolled in school. The School requires written verification from a doctor or immunization clinic of the following immunizations:

- a) Diphtheria.
- b) Measles.
- c) Mumps, except for children who have reached the age of seven years.
- d) Pertussis (whooping cough), except for children who have reached the age of seven years.
- e) Poliomyelitis.
- f) Rubella.
- g) Tetanus.
- h) Hepatitis B.
- i) Varicella (chickenpox), (persons already admitted into California public or private schools at the Kindergarten level or above before July 1, 2001, shall be exempt from the Varicella immunization requirement for school entry).

School verification of immunizations is to be by written medical records from your doctor or immunization clinic.

Exceptions are allowed under the following conditions:

- a) The parent provides a signed doctor's statement verifying that the child is to be exempted from immunizations for medical reasons. This statement must contain a statement identifying the specific nature and probable duration of the medical condition.
- b) A parent may request exemption of their child from immunization for personal beliefs.
- c) Pupils who fail to complete the series of required immunizations within the specified time allowed under the law will be denied enrollment until the series has been completed.

Any child leaving the United States for a short vacation to any country considered by the Center of Disease Control and Prevention (CDC) to have increased risk of TB exposure (such as Mexico, the Philippines, India or Southeast Asia) MUST call the County Tuberculosis Clinic, for a TB Screening upon return.

Physical Examinations

All pupils are to have completed a health screening examination on or before the 90th day after the pupil's entrance into first grade or such pupils must have obtained a waiver pursuant to Health and Safety Code Section 124085. This examination can be obtained from your family physician or possibly through the services provided by your County Health Department. Information and forms are distributed to pupils enrolled in kindergarten.

Failure to obtain an examination for your child or a waiver will result in your child being denied enrollment.

If your child's medical status changes, please provide the teacher with a physician's written verification of the medical issue, especially if it impacts in any way your child's ability to perform schoolwork.

Adopted:

Amended:

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School Safety

Board Policy #6 |

Communicable, Contagious, or Infectious Disease Prevention Policy

The School recognizes its shared responsibility with the home and the community to promote appropriate disease prevention procedures in the handling and the cleaning up of blood and body fluids.

The Board desires to protect the entire school community without segregation, discrimination or stigma. Accordingly, infectious disease prevention shall be taught regardless of whether a student or adult is known to have an identified infectious disease.

All students and employees shall be provided appropriate periodic instruction in basic procedures recommended by the State Department of Education and other public health agencies and associations.

Incidence and transmission of communicable diseases will be further limited through a rigorous program of immunization and health screening required of all students, faculty, and staff. (See “Immunizations / Physical Exams”, Policy # 5) Students found to have communicable diseases will be included in all activities deemed by a physician to present no hazard of infection to other students.

Science Laboratory Instruction

Students involved in science laboratory experiences shall be protected from contamination from body fluids of other persons and from contaminated instruments. Whenever possible, laboratory experiences involving body fluids will be conducted by way of teacher demonstration rather than by student participation.

Injuries and Accidents

Whenever exposed to blood or other body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures. (See “Bloodborne Pathogen Exposure Control Program”, Policy #11)

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School Safety

Board Policy #7

Administration of Medications

The Livermore Valley Charter School staff is responsible for the administration of medication to students attending school during regular school hours.

It is imperative that practices followed in the administration of medication be carefully delineated to ensure the safety of our students and the legal protection of our employees.

The School, upon request from the parent/guardian and verification from a physician, will endeavor to provide for the administration of prescribed medication to allow the student to attend school, if the student is unable to take the medication without assistance or supervision.

Guidelines:

- The primary responsibility for the administration of medication rests with the parent/guardian, student and medical profession.
- Medication shall be administered only during school hours if determined to be absolutely necessary on an ongoing basis.
- The parent/guardian shall sign a release/consent form, which is to be kept on file at the school.
- Designated staff shall keep records of medication administered at the school.
- All medication will be kept in a secure and appropriate storage location and administered per physician's instructions by the school nurse or by designated staff.
- Designated staff shall return all surplus medication to the parent/guardian upon completion of the regimen or prior to summer holidays.
- Designated staff shall establish emergency procedures for specific medical conditions that require an immediate response (i.e. allergies, asthma, diabetes).

Adopted:

Amended:

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Personnel

Board Policy #8

Drug-Free Workplace

Livermore Valley Charter School is committed to providing a drug- and alcohol-free workplace and to promoting safety in the workplace, employee health and well-being and a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees, off the job, jeopardizes these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust. Drug or alcohol use in the workplace is extremely harmful to workers.

Accordingly, consistent with this commitment, Livermore Valley Charter School has developed a drug and alcohol policy that applies to all employees.

Bringing to the workplace, possessing or using, or being under the influence of intoxicating beverages or drugs on any School premises or at any school-sanctioned activity or function is prohibited and will result in disciplinary action up to and including termination.

The School reserves the right to use appropriate means to provide a safe work environment for its employees. These means may consist of but are not limited to:

- Post-offer, pre-employment drug/alcohol testing;
- Referral to local authorities;
- Referral to employee assistance program;
- Full investigation of accident causes, which includes drug and alcohol testing;
- “For cause” drug testing (reasonable suspicion testing);
- Search of School property;
- Search of employee property, including employee handbags and vehicles, brought onto School property.

Refusal to submit to a “for cause” drug test or a drug test in connection with an on-the-job injury or accident is cause for immediate termination.

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Personnel

Board Policy #9

Smoke-Free Environment

Livermore Valley Charter School maintains a smoke-free environment.

Smoking is not allowed anywhere on the school campus. It is the responsibility of each staff member to adhere to this rule, and to inform his or her guests of our non-smoking policy.

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School Safety

Board Policy #10

First Aid, CPR, And Health Screening

The Livermore Valley Charter School recognizes the importance of taking appropriate preventive or remedial measures to minimize accidents or illness at school or during school-sponsored activities. To this end, the School expects parents/guardians to provide emergency information and keep such information current in order to facilitate immediate contact with parents/guardians if an accident or illness occurs.

Every classroom shall have a First Aid Kit containing appropriate supplies. First aid will be administered whenever necessary by trained staff members. When necessary, the appropriate emergency personnel will be called to assist.

All teachers are to be certified in adult and pediatric CPR and First Aid and be recertified prior to expiration of certificates. Opportunities for adult and pediatric CPR and First Aid training will be offered to all support staff and volunteers.

Resuscitation Orders

School employees are trained and expected to respond to emergency situations without discrimination. If any student needs resuscitation, staff shall make every effort to resuscitate him/her. Staff members are prohibited from accepting or following any parental or medical "do not resuscitate" orders. School staff should not be placed in the position of determining whether such orders should be followed, and such Advance Directives shall not be communicated to staff. The Principal, or designee, shall ensure that all parents/guardians are informed of this policy.

Vision, Hearing and Scoliosis Screening

The School shall screen for vision, hearing and scoliosis as required by law for all public schools.

Head Lice

To prevent the spread of head lice infestations, School employees shall report all suspected cases of head lice to the school nurse or designee as soon as possible. The nurse, or designee, shall examine the student and any siblings of affected students or members of the same household. If nits or lice are found, the student shall be excluded from attendance and parents/guardians informed about recommended treatment procedures and sources of further information.

The Principal, or designee, shall send home the notification required by law for excluded students.

If there are two or more students affected in any class, an exposure notice with information about head lice shall be sent home to all parents/guardians of those students.

Staff shall maintain the privacy of students identified as having head lice and excluded from attendance.

Excluded students may return to school when reexamination by the nurse, or designee, shows that all nits and lice have been removed.

Adopted:

Livermore Valley Charter School Petition

March 16, 2004

Amended:

DRAFT

School Safety

Board Policy #11

Exposure Control Plan For Bloodborne Pathogens

The Principal, or designee, shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Principal, or designee, shall establish a written “Exposure Control Plan” designed to protect employees from possible infection due to contact with bloodborne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV).

The Board shall determine which employees have occupational exposure to bloodborne pathogens and other potentially infectious materials. In accordance with the School’s “Exposure Control Plan,” employees having occupational exposure shall be trained in accordance with applicable state regulations (8 CCR 5193) and offered the hepatitis B vaccination.

The Principal, or designee, may exempt designated first-aid providers from pre-exposure hepatitis B vaccination under the conditions specified by state regulations.

Any employee not identified as having occupational exposure in the School’s exposure determination may petition to be included in the School’s employee in-service training and hepatitis B vaccination program. Any such petition should be submitted to the Principal, or designee, who shall evaluate the request and notify the petitioners of his/her decision. The Principal, or designee, may deny a request when there is no reasonable anticipation of contact with infectious material.

Appendix I – Suspension and Expulsion Procedures

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students. This Policy and its Administrative Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, the use of alternative educational environments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, or willfully causing the infliction of, physical pain on a student. For purposes of the policy, corporal punishment does not include use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Principal shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Administrative Procedures are available on request at the Principal's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (Section 504) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The School will follow Section 504 of the Rehabilitation Act, Individuals with Disabilities in Education Act (IDEA), the Americans with Disabilities Act (ADA) of 1990 and all federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students. As applicable, these procedures may include but are not limited to a behavior intervention plan, a functional behavioral assessment, and a manifestation determination to consider whether the behavior is a manifestation of the disability; and whether the student was appropriately placed at the time the behavior occurred. No student with exceptional needs may be expelled or be suspended for more than 10 days consecutively or receive a series of suspensions which combined would be considered a change of placement, unless the behavior is not a manifestation of the disability and the student was properly placed at the time the behavior occurred.

Administrative Procedures For Pupil Suspension And Expulsion

A. Definitions (as used in this policy)

1. “Board” means governing body of the Charter School.
2. “Expulsion” means disenrollment from the Charter School.
3. “Schoolday” means a day upon which the Charter School is in session or weekdays during the summer recess.
4. “Suspension” means removal of a pupil from ongoing instruction for adjustment purposes. However, “suspension” does not mean the following:
 - a. Reassignment to another education program or class at the charter school where the pupil will receive continuing instruction for the length of day prescribed by the Charter School Board for pupils of the same grade level.
 - b. Referral to a certificated employee designated by the Principal to advise pupils.
 - c. Removal from the class but without reassignment to another class for the remainder of the class period without sending the pupil to the Principal or designee.
5. “Pupil” includes a pupil’s parent or guardian or legal counsel or other representative.
6. “School” means the Charter School.

B. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at the School or at any other school or a School sponsored event at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

C. Enumerated Offenses

Students may be suspended or expelled for any of the following acts when it is determined the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense.
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal/Administrator or designee’s concurrence.

3. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stole or attempted to steal school property or private property.
8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
12. Knowingly received stolen school property or private property.
13. Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
14. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
16. Made terrorist threats against school officials and/or school property.
17. Committed sexual harassment.
18. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
19. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially

disrupting class work, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment.

The above list is not exhaustive and depending upon the offense, a pupil may be suspended or expelled for misconduct not specified above.

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

D. Suspension Procedure

Suspensions shall be initiated according to the following procedures.

1) Informal Conference

Suspension shall be preceded, if possible, by an informal conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practicable, the teacher, supervisor or school employee who referred the student to the Principal.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason, including, but not limited to incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2) Notice to Parents/Guardians

At the time of the suspension, a School employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3) Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of expulsion by the Principal, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Principal upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

E. Authority to Expel

A student may be expelled either by the Board following a hearing before it or by the Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Panel should consist of at least three members. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

F. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the Pupil has committed an expellable offense.

The expulsion hearing will be presided over by the Board President or the chair of the Administrative Panel. In the event a Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

- 1) The date and place of the expulsion hearing;
- 2) A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- 3) A copy of the School's disciplinary rules which relate to the alleged violation;
- 4) Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
- 5) The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or an advocate;

- 6) The right to inspect and obtain copies of all documents to be used at the hearing;
- 7) The opportunity to confront and question all witnesses who testify at the hearing;
- 8) The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay, and sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing.

I. Written Notice to Expel

The Principal or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's findings of fact, to the student or parent/guardian. This notice shall include the following:

- 1) Notice of the specific offense committed by the student.
- 2) Notice of any right to appeal the expulsion to the ~~District~~ County ~~State~~ Board of Education. If this Board will not hear such appeals, the Charter School may establish a new panel of retired or current school administrators or teachers who are not related to the Charter School to hear expulsion appeals but who will follow the expulsion appeal procedures outlined in Education Code Sections 48921-48924.

- 3) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the School.

The Principal or designee shall send written notice of the decision to expel to the Student's District of residence and the ~~County State Board~~Office of Education.

This notice shall include the following:

- a) The student's name
- b) The specific expellable offense committed by the student.

J. Disciplinary Records

The School shall maintain records of all student suspensions and expulsions at the School. Such records shall be made available for the Chartering Agency's review upon request.

K. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including but not limited to programs within the County or their school district of residence.

L. Rehabilitation Plans

Students who are expelled from the School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the School for readmission.

M. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Principal and the pupil and guardian or representative, to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the School's capacity at the time the student seeks readmission or admission.

Adopted:

Amended: